CA4 ON HBL W26 M37
1989

URBAN/MUNICIPAL

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE OF THE BOARD OF EDUCATION

CA4 ON HBL W26
M37

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

1989 01 18

Present: J. Bishop (Chairman), Trustees Desmarais, Mulholland and Clarke Mesdames Dalziel, Knol, Masters, Mazza, Oommen, Schram, Trott and Warren; Drs. Newberry and Toby; Mr. Foster.

Not **Present:** Messrs. Adamson, Harwood and Ormerod

Also **Present:**
B. Jazvac (Headmasters' Association)
J. Bjegovich (Hamilton Principals' Association)
A. Mutart (Hamilton Teachers' Federation)

Officials **Present:**
K. A. Rielly (Director of Education and Secretary)
J. Yurkiw (Assistant Superintendent, Special Services)
R. Adams (Co-ordinator, Special Education)

Mrs. Bishop called the meeting to order and asked for confirmation of the minutes of the last meeting.

Moved by Mr. Desmarais:

That the minutes of the last meeting of this committee be approved as presented to the members:

The following amendments were made to the minutes:

a) Ms. Trott was not present.

b) Page 2 Hamilton and District Society for Disabled Children
To read - Miss Dalziel noted that a **financial** commitment was made to support Operation Employability for the last and final year.

c) Page 4, paragraph 4 to read -
Mrs. Bishop noted that the Board had passed a request regarding funding for a Job Coach re Operation Employability. At the next meeting of the Steering Committee of Operation Employability, January 17th, we hope to have a representative from the Ministry of Education, Bob Oliver, to discuss the Employment Resource Committee concept regarding communities having a resource committee that can help handicapped youth get into work experience after school. It is hoped that Karen Wisdom, Acting Co-ordinator of the Adult Screening Committee in Hamilton, will attend and share information about the committee.

d) Page 4, Title to Read -Hamilton and District **Association for the Mentally Retarded**

e) Chairman's Remarks
To read -Due to re-organization, Mrs. Bishop talked with R. Adams and J. Yurkiw about getting information back to **area teams**.

f) **3. WHEELCHAIR SIGNS**
To read -Mr. Yurkiw confirmed that Mr. Orlando has taken steps to ensure these signs are posted at schools **accessible to the disabled**.

The minutes, as amended, were put to a vote and **CARRIED.**

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. MEMBER ORGANIZATION UPDATE:

Hamilton-Wentworth Home Care
Ms. Mazza had nothing to report but asked to make a presentation regarding the Hamilton-Wentworth Home Care program at the next meeting, for the member's information.

Ontario Psychological Association
Dr. Toby had nothing to report.

Hamilton & District Parents of Physically Handicapped Children
Mrs. Masters had nothing to report.

Association for Children and Adults with Learning Disabilities
Ms. Trott reported that the next general meeting will be held at the Education Centre, Monday, January 23rd, 7:30 p.m. A video will be shown from Canada Employment and Immigration entitled "Ready, Willing and Able" which promotes public and business awareness in the hiring of disabled persons. Copies of this video are available. The Association's March 23rd meeting will have a Revenue Canada auditor address their particular concerns for tax credits under the new tax forms. All SEAC members are welcome, as they must guarantee 25 people. Ms. Trott hoped the March 23rd meeting would be held at the Education Centre.

Ms. Trott asked if there were any identified gifted learning disabled in the system and Mr. Adams replied yes, the child could be identified as gifted with noted weaknesses which would place the child as learning disabled, or vice versa.

Ms. Knol noted one child in the gifted program at Dalewood is having difficulty and is getting assistance for his/her learning disability.

Ms. Trott commended Mr. Adams on the Teacher and Program Listing which accompanied last month's minutes. She was impressed with the number of facilities the Board has for children with exceptionalities and appreciated receiving this information.

Ms. Trott brought a recently circulated petition to the members' attention and noted this is being directed to area Trustees in particular. It is from the Integration Action Group and calls for the Ministry of Education to do away with all segregated classrooms. Ms. Trott had grave concerns about the intent of the petition, noting that the Hamilton Board provides a range of programs for identified students. Ms. Trott made the petition and support material available to the members to read. (see attached)

Augmentative Communication Collective

Ms. Schram noted an Open House will be held on January 26th hosted by the Technology Access Clinic regarding communicative devices, to learn about face-to-face and written communication. The Clinic is open 10 am - 5 pm and is located in the Cerebral Palsy Centre at Chedoke Hospital.

Ms. Schram noted a workshop to be held March 31st and April 1st. They will have Mr. Bill Rush, a free lance journalist from the United States. Mr. Rush, who has severe physical disabilities, will be talking on fostering and encouraging independence in disabled students. Mrs. Schram will have flyers available for the next SEAC meeting. Mr. Adams asked that she send some flyers to him as soon as possible in order that they may be distributed to the schools.

Hamilton & District Society for Disabled Children

Miss Dalziel stated that the Hamilton & District Society had been responsible for the Cerebral Palsy Centre at Chedoke until 1978. She noted that the name Cerebral Palsy Centre was misleading as the Centre serves people both with CP and many other disabilities. She informed members that the new name would be the Children's Developmental Rehabilitation Programme and that an official invitation for the Board would come from the hospital.

Association for Bright Children

Ms. Knol thanked Ms. Trott who spoke to their Association's January 11th meeting about bright and gifted children with learning disabilities. The next meeting will be February 8th, 7:30 p.m. in the Health Sciences Centre, 4E-19. Ms. V. Travaille, a Superintendent with the Separate School Board, will speak about the drop out rate among the gifted. Mr. Adams will forward the information about the meeting to schools for their newsletters.

Ms. Knol provided a verbal update on the Blue Ribbon Gifted Committee, which she and Mrs. Masters represent on behalf of SEAC. There had been discussion of the mandate and to whom this committee should report. It was not clear if they report to the Board directly. There was concern that the recommendations would be lost unless it was clarified where they reported.

Mr. Yurkiw added further clarification. The Blue Ribbon Gifted Committee is working committee of the Board, to be called at any time, with responsibility to report back to Senior Management with recommendations that affect Giftd programs.

In response to Mrs. Bishop's question, Mr. Yurkiw noted the committee could share recommendations with SEAC, but Senior Management would have to take action on any recommendations.

Ms. Knol listed further issues of concern discussed at the Blue Ribbon Gifted Committee meeting:

a) French Immersion in gifted program
b) Talented and Bright children on continuum
c) Gifted Programming - look at curriculum rather than structure
d) Effect of decentralization on consistency of programming, especially at secondary level
e) Effect of 1990's program at Westmount on Gifted program (individual program rather than congregated)

Ms. Knol regretted she must resign from the Blue Ribbon Gifted Committee, but Mrs. Masters will continue to serve on behalf of SEAC.

Hamilton Council of Home and School Association
Mrs. Warren had nothing to report.

Down's Syndrome Association of Hamilton
Mrs. Oommen noted the next business meeting would be February 7th, at 7:30 p.m. - location to be announced.

Her Association was pleased to note the planned re-integration of a Down's Syndrome child from a self-contained Trainable Retarded class into a regular class.

Mrs. Oommen raised the following questions re children in Trainable Retarded self-contained classes in high schools:
a) Do all high school children have IPP's or are they only given at the request of the parent? Mr. Adam replied yes, all high school children have Individual Pupil Plans.
b) Has the curriculum for these children changed since most of the children were in Vincent Massey? Is curriculum being reconsidered now that the environment and expectations are changing? Mr. Adams noted the curriculum used is almost like a guideline - the teachers use it based on the child's needs. There is a committee under Mr. Hipkiss reviewing this.
c) Do you feel teachers of Trainable Retarded children in secondary schools have expectations that academic skills can improve, or after elementary school is the focus on "life skills", i.e., the practical application of the basic academic work they have learned in primary schools. She drew attention to one particular situation.
Mr. Adams replied that programming depends on the level and ability of the student and is individual in nature. However, parents were to contact him if they were not satisfied with what is being offered at the school.
d) Do children in self-contained Trainable Retarded classes in elementary/primary school move directly to the high school setting without going to a middle school?
Mr. Adams noted there are programs through all levels; Junior at Seneca, Middle at Chedoke and Viscount Montgomery, then the secondary program.
e) Can a LRT work on academic subjects with a child in a self-contained Trainable Retarded secondary school class, withdrawing them from that setting? Mr. Adams noted it could be an option if it was in the best interest of the student.

At the Steering Committee meeting held yesterday, members were very pleased to hear the Hamilton Board had assumed responsibility for the Job Coach, Operation Employability Program, who is now a Board employee. Mrs. Oommen understands the number of pupils has increased to 15 students and she will continue to keep SEAC members informed.

Mr. Yurkiw added that the main purpose of the meeting was to look at funding for an educational rehabilitation program centred in the community to do follow-up with students who need employment after 21 years of age. Mr. Bob Phillips of IEC will review the possibility of providing some supervision of the program.

Community Resource
Dr. Newberry informed the members that the Chedoke Child and Family Centre is reviewing their programs. Under the new Director and Board, their mandate is to look at the number, kinds and ages of children they will service.

In response to Dr. Newberry's question, Mr. Adams noted that children in kindergarten with language disorders may attend Lisgar for half days after being considered by an I.P.R.C.

Parent's Committee, C.N.I.B.
Mr. Foster stated that Vera Melnyk was a guest speaker at their January 10th meeting. They have voted to join Ms. Melnyk's organization which sits on the Provincial Education Commission at Queen's Park.

Mr. Foster asked if the Board recognized orientation and mobility training for the visually impaired as a credit course at the secondary school level? Mr. Adams explained that there was no one currently on staff qualified to do this, except possibly, May Nugent.

Chairman's Remarks:

Mrs. Bishop continues to attend the Vincent Massey Review and Analysis Committee meetings and the major recommendation from the draft that Vincent Massey be considered for closure in 1990. They are studying the implications to the system, the continuum of service as well as the isolated nature of the program.

Following discussion, it was agreed that the March meeting will be rescheduled to Wednesday, March 8th, due to Mid-Winter Break. The April meeting will be held the 3rd Wednesday of the month as usual.

Mrs. Bishop briefly summarized a report she had prepared regarding the Child Care Consultation meeting between the Ministries of Education and Community and Social Services and local Boards of Education on December 14th, 1988. (see attached)

The Disability Information Services Help Line operating out of the Library is in service and receiving many calls, and hopefully, will receive new funding in March.

Board Update
Mrs. Bishop noted the motion that was sent to the Board regarding Operation Employability and the need for staffing at Dalewood was approved at the December Board meeting.

She stated there was a request for another Speech Pathologist and Speech Assistant approved at the Personnel & Organization Committee which goes before the Board this week for approval. (see attached)

2. FIRE DRILL UPDATE:

Mr. Yurkiw circulated copies of a draft memo regarding emergency procedures, Fire Drills for the members to read. (see attached) He reviewed the format and the contents for members, noting that he does not expect to have the Operating Procedure ready until June due to the difficulty in dealing with the concerns of School personnel and those of the Fire Marshall's office. This draft has been shared with Principals, and Superintendents of Schools for input. He welcomed suggestions from the members.

There was discussion regarding conflicting expectations, for example: Paragraph 3 under General Responsibilities on Page 2 and Paragraph 1 under Staff on page 5. Changes in the Fire Drill Procedures will be discussed at futuremeetings.

3. TRANSPORTATION CARRIER REPONSIBILITIES

Mr. Yurkiw responded to a concern raised at the last meeting re bus breakdowns. Laidlaw has stated all vehicles are checked at least once every three months along with six and 12 month brake inspections, as required by law. Laidlaw has been contacting parents on these breakdowns, and any complaints received from parents are followed through immediately by the Transportation Co-ordinator.

4. NEWSLETTER ITEMS FOR PRINCIPALS

Mr. Yurkiw circulated a copy of the memo sent to principals with a list of Trustees and SEAC member organizations which contained a message re hockey sledges for handicapped children. Several members indicated they would like either their address or phone number changed and Mr. Yurkiw agreed the changes would be made when copies are redistributed.

5. IN-SERVICE FOR NEW MEMBERS

Mr. Yurkiw circulated a form for the members to sign, indicating whether or not they will attend an in-service dinner prior to the February meeting.

6. LEAD IN WATER - UPDATE

Mr. Yurkiw circulated a copy of a memorandum to members (see attached) which came from the Assistant Deputy Minister of Education outlining precautions to be taken to alleviate higher levels of lead in drinking water. Currently, schools must flush the water system daily before school starts, but particularly on Mondays when lead levels would have had time to build up over the weekend. Provincial authorities are also lowering lead levels in solder.

7. ACCOMMODATION REPORT

Mrs. Bishop circulated a summary of the approach and concerns taken by SEAC to the Director's Accommodation Committee (see attached).

Mr. Adams circulated the Special Education Accommodation Report and reviewed the report and attachments.

Mrs. Bishop noted the Committee's 9:30 p.m. deadline and asked for the member's wishes regarding tonight.

Moved by Mrs. Oommen:

That the committee continue to sit past the 9:30 p.m. deadline in order to complete Item 7 of the Agenda.

CARRIED.

Following a short discussion of the Accommodation Report, Mrs. Bishop thanked Mr. Adams.

NEW BUSINESS:

1. Director's Report

Mr. Rielly thanked the committee for the opportunity to talk about re-organization and to state on behalf of the trustees and officials their appreciation for the Committee's work and dedication to the children of the community. Mr. Rielly circulated an information package to members and reviewed the current Board structure as outlined in the schematic. Mr. Rielly stated all Superintendents of Schools will be located within their own Area, to encourage more contact and better understanding. Mr. Rielly noted that people are responding to decentralization due to the quick response and the direct communication link within the geographical arrangement. He is extremely enthusiastic about re-organization, stating that in order to get commitment from the grassroots level (schools), authority must be placed into their hands with regards to decision making.

Mr. Rielly reviewed the Board mandate, the Committee and Board structure, and included copies of the Beliefs, Vision, and Mission Statement on which the reorganization was based. He emphasized the need to always remember the Board is here because of the students and they should always be our first concern.

In response to Ms. Knol's question, Mr. Rielly noted 're-focussing on students' was meant to encourage staff to be in direct contact with students and not to lose sight of this intent. Mr. Rielly would like more decision making done at the school level, including what will be taught within curriculum guidelines. It provides greater freedom for principals to manage teachers and involve them in a team approach if they are to be committed to new ideas.

Ms. Mazza asked if there would be an evaluation period when the Board would look back at reorganization to check for quality assurance in the program.

Mr. Rielly stated that a questionnaire had been distributed to principals and vice-principals of schools, co-ordinators and a number of consultants that established what those people believed the norms were. The evaluation is based, to a degree, on these responses. This year is a planning year but at the end, some type of questionnaire follow-up will be conducted. Mr. Rielly explained the difficulty in assessing qualitative vs quantitative levels.

Mrs. Masters felt the Mission Statement did not cover physically disabled, handicapped or people over 21 years of age.

Mrs. Bishop questioned if the SEAC concerns re child care plans are going to be considered.

Mr. Rielly said yes and added that the Child Care Co-ordinator has been appointed and she will start work February 1st. All the recommendations from SEAC are with Ms. G. Rappolt and Ms. Binns who have shared them with people in management. With the appointment of the Child Care Co-ordinator these suggestions will be given every consideration. It is

anticipated that there will be a combined direction of Ministry of Community and Social Services (MCSS) and Ministry of Education regarding guidelines.

In response to Ms. Knol's question regarding the school in Block 79, Mr. Rielly noted that construction is progressing including the day care. He agreed that some concerns had been expressed about the kindergarten and day care areas. He understood the concerns were considered and some changes made, but he was unable to give her specific details of what the changes were.

Mrs. Bishop thanked Mr. Rielly for his presentation.

The meeting was then adjourned.

Read and confirmed,

....
Chairman

cv

Attach to
SEPC
minutes

TO ALL INTEGRATION ACTION GROUP MEMBERS:

OUR PETITION

TO THE ONTARIO GOVERNMENT MINISTRY OF EDUCATION

Newspaper reports, and some civil servants in the Education Ministry, have suggested that this autumn the provincial government plans to introduce legislation closing some segregated schools: in particular, schools that exclusively serve students labeled "trainable retarded".

The precise legislation will only be made public when it is introduced in the legislative assembly, which begins sitting October 17th. If the reports are accurate, it means that some segregated schools will remain, and that segregated classrooms within regular schools will also remain.

Clearly, the proposed changes do not go far enough in overcoming segregation in the schools. (Parents will still find their children placed in segregated classrooms against their will) And it is the parents and children, not the educators, who live with the long-term consequences of that placement - the children remaining strangers in their own communities; their social skills suffering; and their self-esteem and motivation dwindling. Equally disturbing is the perpetuation of myths and fears regarding people with exceptionalities, when mainstream students have little or no opportunity to mingle with them.

Once this legislation is passed, there is no telling when the government will be dealing with the issues of segregation, integration, or mainstreaming, possibly even years. ***WE HAVE TO ACT NOW TO GET THEM TO GO FURTHER.***

We plan to circulate a petition urging the legislators to ensure that no child is placed in a segregated classroom or school → without the consent of both parents. We will meet with the Education Minister, Chris Ward, to present our views and the petition. Afterwards we will report on the meeting at a news conference. George Erring, legislative assistant to the NDP education critic, Richard Johnson, has suggested that Mr. Johnson would be willing to introduce the petition in the Legislative Assembly, and to put a question to the Education Minister regarding it.

All these steps would provide much needed publicity to these issues. It is important that we gather as many signatures as possible on the petition. If only a few hundred sign, Queen's Park and the various school boards will get the worst possible message - that few people car about this issue.

All members of Integration Action Group are being mailed a page of the petition to collect signatures. We need every single member, bar none, to pitch in and get enough signatures to fill both sides of a sheet. You will find hints on collecting signatures below.

*** We need to receive your completed petition sheet by October 17th. Mail the signatures you have collected to:*

Penny Gill
115 Alcina Avenue
Toronto, Ontario
M6G 2E7

COLLECTING PETITION SIGNATURES

FIELDING QUESTIONS

COST: As you collect signatures you will no doubt be challenged about the expense of implementing our proposals. You can point out that the Hamilton-Wentworth Separate School Board has been integrating their schools and regular classrooms since 1969, with support staff when needed. The Wellington County Roman Catholic Separate School Board has had all students placed in regular classes in their home school for 10 years. The Waterloo County Roman Catholic Separate School Board is moving into its fourth year of a 5 year plan toward accepting all children in their local neighbourhood school in the regular classroom. All of these school boards have remained financially viable. This is not an economic issue.

You can also point out that having a school board solely devoted to special needs students - as now exists within Toronto, (The Metropolitan Toronto School Board) is vastly more expensive than implementing our proposals. That school board employs 900 staff for only 500 students. Those staff positions include administrative positions with high salaries, administrative positions which needlessly duplicate positions in the regular school boards.

DOES IT WORK? You are bound to met people whose first response is that integration won't work. Make it clear that no one pretends that integrating a child with special needs is going to effect a cure. What it does is keep these children from being strangers in their own neighbourhoods. It means they have appropriate peer models. It also means that other students learn how to relate appropriately to our children. And it has been shown that children in segregated schools suffered less

aggression, not more, when placed in regular schools.It is our belief that any educational gain that can be accomplished in a segregated setting can be accomplished in an integrated setting, ***and more!***

If, as you collect signatures, you meet with anyone adamantly opposed to signing, don't waste your time trying to change their views. And however tempting it may be to get angry, resist the temptation. Merely staying polite and friendly goes a long way to converting people to views unfamiliar or strange to them.

People who are merely unaware of the issue, or uncertain how to respond, are well worth spending time with. Consider the process of collecting signatures a valuable opportunity to educate people on the issue.

WHERE TO GET SIGNATURES:

People who sign should have an Ontario address, and be of voting age i.e., at least 18. The petition asks signatories to give their name, address and occupation.

The first place you will want to get signatures is from friends, relatives, neighbours. You can also try going door-to-door. Evenings and weekends are generally the best time for that. If there is a university or community college in your area, you'll have some luck getting signatures there. Also approach other parents at your child's school or daycare. Take the petition to your workplace, your church/synagogue, your community centre. You might try approaching people as they line up at the cinema, or at the supermarket.

If any well-known people sign your petition, please point that out to us when you return it. It would help in whetting media interest.

If someone signs, ask them if they would be interested in helping to collect signatures. If they are, let us know, and we'll get a sheet of the petition to them immediately. And if you can fill more than sheet of the petition yourself, let us know. The more signatures we collect, the greater our credibility.

If you can spare time for only one Integration Action Group effort this year, make this the one. ***We can make the difference for our children and ourselves!***

PETITION TO THE ONTARIO GOVERNMENT

We, the undersigned, urge the government to require by law that no student with exceptionalities be placed in a segregated classroom without the consent of both parents. By "segregated classroom" we mean a classroom that serves only children with special needs. If a parent wants his/her child at the local neighbourhood school in the regular class placement for children his/her age, the child should be so placed. Teachers in these classrooms should receive the supports necessary to realize that placement without any fee being levied on the child´s parents.

SIGNATURE	ADDRESS & PHONE	OCCUPATION

Integration Action Group

YORK REGION CHAPTER

Ian Rowett
152 Rainbow Drive
Woodbridge, Ontario
L4L 2K7 851-5098

October 24th/88

Dear Candidate for Public School Board Trustee,

The York Region Chapter of the Integration Action Group (Ontario), is a large and growing organization of parents and professionals who are committed to promoting the integration of exceptional children and adults into all aspects of community life including education in neighbourhood schools and regular classrooms. We provide training and support to parents and educators to facilitate this process.

You will find a questionnaire in this envelope. Please answer all questions and return it to me at the address above by Monday, November 7th. Our membership looks forward to your prompt response so we can identify those candidates who have our support on election day, November 14th.

We hope to see you and talk with you during the next few weeks of the campaign.

Sincerely,

Ian Rowett

Ian Rowett, Chairman

SURVEY

Name:
Area:
Ward:

I) Do you agree with the statement by the Minister of Education, Mr. Chris Ward, that school boards in Ontario should offer a full range of placeme and services for exceptional pupils including full integration when it meets the needs of the individual pupil?

Yes ___ No ___

Comments -

II) Will you support the implementation of this policy in the York Region Board of Education schools?

Yes ___ No ___

Comments -

III) Do you believe that all children, including those identified as exceptional, have a right to programs and services appropriate to their needs including supports such as aides and equipment?

Yes ___ No ___

Comments -

IV) Do you agree that the practice of the principal solely determining the type and amount of integration for every child without any parental input should be changed?

Yes ___ No ___

Comments -

V) Amendments to the Education Act will be introduced this fall session. Do you agree that changes need to be made to the appeal process in regards to parental appeals of Identification, Placement and Review Committee (IPRC) decisions and subsequent lengthy and costly proceedings

Yes ___ No ___

What would you change?

October 25, 1988

To All Candidates for Trustee for York Region Board of Education

Dear Candidate:

Our group represents many parents living in York Region who are dissatisfied with the refusal of the public board to offer appropriate placements, programs and services to our children. These educational opportunities are available in the Catholic schools in York Region and some parents have in fact left the public school system and enrolled their children in Catholic schools. Parents should not have to do this. That is why our group is working towards more equality in education as is guaranteed by law. To achieve this goal in York Region some significant changes are needed in the way exceptional students are served.

Would you please complete the survey enclosed and return it to:

Coalition for Equal Education
31 Thompkins Crescent
Aurora, Ontario
L4G 3W7

We need to receive your response by Friday, November 4, 1988. Our group needs to know your stand on these issues so we can make informed decisions on the best candidate. Our group will be advised of those candidates or incumbents who did not send their survey back.

We look forward to meeting with you during the election campaign and afterwards as well to discuss our concerns with you.

THE INTEGRATION ACTION GROUP

QUESTIONNAIRE ON INTEGRATION

1. Do you feel that you are well informed on the subject of integration of children with special needs? Y N

   What books or resources have you read lately?

   ____

2. Do you know YRBE's policy on integration? Y N

   Do you support this policy? Y N

   If no, what would you change?

   ____

   ____

3. Presently most exceptional pupils are required to spend at least 50% of the school day in a segregated or self-contained classroom by policy. Would you support a change to permit more integration for those pupils and their parents who want it? Y N

   If no, why?

   ____

4. Do you support the principle that all children, regardless of disability, have a right to equal educational opportunities in their neighbourhood schools? Explain. Y N

   ____

   ____

5. How would you describe your position on a policy of providing a full integration option for every child in the Board's jursidiction (such as is done by Hamilton-Wentworth, Wellington County, Waterloo and York Region Separate School Boards)? SUPPORT OPPOSE

   Comments: ________________________________

   ____

6. Please rank your principal areas of concern with such a policy:
   1) Cost
   2) Impact on other children
   3) Burden on teacher
   4) Social effectiveness
   5) Educational effectiveness
   6) Other

   Comments: ________________________________

   ____

____

7. In your view, what are the benefits of integration?

____

____

____

8. The YRBE has a reputation of fighting against parents and parents groups (such as special education tribunals, law suits, human rights commission complaints). What would you do to help parents become partners rather than adversaries in education?

____

____

____

9. Would you support having a representative of Integration Action Group sit as a member of S.E.A.C. (Special Education Advisory Committee) as we do on the York Region Roman Catholic Separate School Board S.E.A.C? Y N

10. Would you like to meet with our group for an exchange of information and ideas on integration? Y N

Memorandum
January 19 1989

To : All fellow trustees
From : Judith Bishop
Regarding: CHILD CARE CONSULTATION between the Ministries of Education and Community and Social Services, and local boards of education, on December 14, 1988.

I attended this interesting consulation as one of five representatives from the Hamilton Board. The following is a summary of the reports of the main speakers.

Julie Mathien, Ministry of Education.

Child Care is not a new concept in the schools - around since the Second World War. Presently there are more than 700 school-based child care programs. In 1987 a joint initiative of the M.O.E. and M.C.S.S was introduced encouraging co-operation between school and child care staff, case co-ordination between the two sets of staff, and co-ordination of the child's day-ideas which had been present in The Formative Years, and The Primary Education Project. M.O.E. saw itself as having a support role. New Child Care Policy Guidelines, a video and handbook, and a further edition of Questions and Answers concerning school based child care are soon to be released.

Trish Baynham, Ministry of Community and Social Services.

The goals for child care programs in the schools are to :

1) Increase the number of child care centres in schools.

2) Provide a less fragmented day for the child.

3) Review existing child care legislation and monitor the Day Nurseries Act.

4) Undertake research :
    - All of the licensed school-age programs will be asked to gather specific data.
    - Will review the space needed and the training for staff working with 10-12 year old children.
    - Regarding the role of community recreation programs, and the need to collaberate to provide flexible care.

5) Study the views of parents and children concerning school day care.

6) Study transportation issues.

Issues will be resolved at the local level.

PANEL PRESENTATIONS

Marilyn Philbrich - Waterloo Board of Education.

Background: Waterloo board did not seek to develop school based child care programs, but was thrust into them as a result of building two new schools, and being about to build two more. Conestoga College has taken responsibility for the child centres. Liaison involved:

- discussing congruency of program between Conestoga and the schools,
- involvement with Family Studies and the Co-op program,
- involvement of the local communities - a questionnaire was sent to the parents in the area of the new schools asking for their needs.

Issues that have emerged:

1) Who owns what in the school buildings?
2) Need for a stronger and earlier liaison between M.C.S.S. and M.O.E.
3) Staff time - no co-ordinator was hired by the Board.
4) Role of principals.
5) Caretaking - extra cleaning required in school buildings, and open longer hours.
6) Should child care be open only during the regular school year or in the summer.
7) The community percieves the child care as being part of the school, although it is not funded or run by the Board.
8) Connestoga has had problems in getting subsidised child care places - procedures involved are lengthy.

Sandy White - (Principal at large) Niagara South Board of Education.

Background: In the mid 1970's Niagara South piloted J.K. in a few schools. The program was short-lived because:

- no direction or support from administration.
- each site was in a different school with a different philosophy, direction and materials.
- no one co-ordinator was responsible for the change.

From 1985 plans for 4 year olds were again discussed at the administrative level. Sandy, then Primary Consultant, was told to meet with all boards providing child care from Niagara to Toronto, and with a planning group of the Board wrote Partners in Childcare and EDucation It advocated early childhood centres and many partners working in the schools. 27 centres will be operating with 14,000 children served. Children with special needs will be served. This time the program has not foundered.

The Concept of Partnership involves:

- Consultation with Brock, Niagara College, the Board's Co-op program, and community child care programs.

- Joint in-service between the Board and its partners.
- The sharing of equipment.

Issues:

1) Additional secretarial assistance may be needed to answer telephones.
2) What to do when there is no space for expansion of programs in schools.
3) Partners need to have assistance in working with boards of directors.
4) None of the schools have subsidised child care spaces at the moment.
5) Staff, working with the same children have very different pay levels depending on their domain.

Eleanor Dolan Co-ordinator of Programs for the YMCA in Niagara.

Background: YMCA is the largest licensed provider of day care in Canada.

Issues

1) Where should the program be located? YMCA have a standardised survey and will start a new program where there are 5 plus positive parents. Use Co-op students from the Seperate and Public School Boards.

2) Which age group? Was originally 6-10 years, now 4-12 years. Has licensing and space implications.

3) Where and when should the centre operate? Success depends on the attitude of the principal, and use of the school when it is not in session.

4) Staff responsibilities - all the staff involved: principal, custodial staff, school and child care staff, need to meet in staff meetings.

5) Funding: there is no rental fee charged by the Board. Parents pay a fee for service, there is no regional subsidy, although there are YMCA subidies if needed. It takes 2 years for a centre to break even.

When questioned Niagara indicated that they transport the child care children. The Board will pick up children at the Day Care centre and take to the local S.K. Subsidies are used from the Ministry of Citizenship and Culture to help with ESL pre-schools.

Comments

The discussions showed that for success there is a need for:

The development of a policy and philosophy by the Board.
Good planning at the school level.
The good use of partnerships within the Board and the Community.
Acceptance by the Board of some extra costs.

100 Main Street West
Hamilton, Ontario
1989 01 12

To the Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: NEED FOR A SPEECH AND LANGUAGE PATHOLOGIST TO REDUCE OUR CURRENT WAITING LIST

BACKGROUND

Before the Hamilton Board of Education employed speech/language pathologists, children with speech/language disorders were serviced in community clinics and hospitals. This model of service delivery was problematic for several reasons.

For example, some children lost excessive academic hours due to the length of time spent in transit between hospital and school. Other children received no service because of their parents' inability to provide transportation to these agencies especially when lengthy trips were involved. Strategies learned by children who received therapy at these agencies were not appropriately utilized because of the teachers' limited access to the speech/language pathologists involved. Such a close relationship is necessary in order to integrate remedial strategies into the daily activities of the classroom.

In addition, the academic performance of students with speech language problems appears to be adversely affected by the demands of the primary curriculum which are largely linguistic in nature--and these demands increase as the curriculum becomes more language centred. Research has shown that children with early oral language problems exhibit, at a later age, reading, writing and spelling problems. Oral speech/language goals established by an educational speech/language pathologist can be transferred to written language goals. Therefore, a comprehensive model of service delivery to meet the identified speech/ language needs of our students was developed in order to achieve remediation goals in the classroom.

For many years, the Hamilton Board employed eight speech correctionists to service the speech needs of students across the city. In 1981/82, a speech pathologist was hired to replace a retiring speech correctionist and to bring additional expertise to this complex program area. Since then, speech pathologists have been employed to replace speech correctionists. The following chart outlines the changes in the delivery model of speech and language services over the past seven years:

As of June

1982	**8**	Speech Correctionists	**0**	Speech/Language Pathologists
1983	**7**	Speech Correctionists	**1**	Speech/Language Pathologist
1984	**7**	Speech Correctionists	**1**	Speech/Language Pathologist
1985	**6**	Speech Correctionists	**2**	Speech/Language Pathologists
1986	**5**	Speech Correctionists	**3**	Speech/Language Pathologists
1987	**3**	Speech Correctionists	**5** **3**	Speech/Language Pathologists Speech Assistants
1988*	**0**	Speech Correctionists	**9** **5**	Speech/Language Pathologists Speech Assistants

* It should be noted that the increase in speech/language pathologists equalled the decrease in speech correctionists, except for 1988 when one additional speech/language pathologist was approved in the Board budget. We are currently in the process of hiring the ninth speech/language pathologist but have not yet been successful due to the traditional supply and demand problem.

EXISTING PROBLEMS

As a result of the Ministry of Education Memorandum 81, *Provision of Health Support Services in School Settings*, outside agencies are referring many school-aged students to the Hamilton Board of Education for speech and language services. This action has resulted in an inordinate number of referrals, assessment requests and therapy/consultation hours which have not been fulfilled because of insufficient staff. Some contributing factors are:

- Greater awareness of speech/language pathologist services by existing administrative and teaching staff, resulting in increasing demands for their services.
- More in-service needed to address the above demands on an on-going basis.
- A greater number of requests to attend Diagnostic and Remedial Teams and Identification Placement Review Committees to provide specialized input.
- A shift in services and awareness from the milder articulation difficulties to the more severe speech and language disorders.
- Other departments, e.g., psychological services and community agencies, impacting on the services offered by speech/language pathologists due to the skill and expertise offered by these specialists.

- The number of potential referrals based on a generally accepted 10% incidence rate of an elementary, secondary and trainable retarded population of approximately 39,590 would result in a case load of approximately 280 students per pathologist based on nine speech/language pathologists.
- Currently the referral information by Area is as follows:

SPEECH/LANGUAGE REFERRALS RELATED TO ASSESSMENTS
AS OF DECEMBER 16, 1988

Area	Formal Referrals	Assessments/ Screenings	Classroom Intervention	Consultation	Waiting List
1	91	70	17	26	42
2	183	46	53	25	90
3	218	52	18	46	71
4	150	100	70	80	180
5	95	75	4	61	57
T.R.	59	47	37	61	124
Speech/Lang.	0	0	53	0	7
Augmentative	0	0	47	42	0
Section 16	2	0	0	0	2
TOTAL	798	390	299	341	573

POSSIBLE SOLUTION

In addition, the Board's five areas are utilizing a multi-disciplinary strategy to meet the educational needs of the students. To provide equal, consistent and necessary speech and language services across the educational system, it is recommended that one additional speech/language pathologist and one speech assistant be hired. This would make possible the following model of service:

10 Speech/Language Pathologists to service five areas, the program for the Trainable Retarded and the Specialized Special Education Classes, i.e., Speech and Language, Hard of Hearing, Communication Classes, etc.

1 Speech Assistant per Area

1 Speech Assistant assigned to the program for the Trainable retarded

Such a model would provide additional speech and language services to students, reduce the waiting list and support the team philosophy which is being promoted through decentralization.

FINANCIAL IMPLICATIONS

	SEPT-DEC 1989	ANNUAL
Speech/Language Pathologist		
Salary & Fringe Benefits	$17,700*	$44,300
Travel Allowance	400*	1,000
Furniture & Equipment	700**	0
Speech Assistant		
Salary & Fringe Benefits	$5,900*	$14,800
Travel Allowance	200*	500
Furniture & Equipment	500**	0
TOTAL	$25,400	$60,600

* *40% of estimated annual cost; assumes a Sept/89 start date.*

** *A one-time start-up cost.*

IT IS RECOMMENDED THAT:

1 Additional Speech/Language Pathologist be hired

1 Additional Speech Assistant be hired

The effective date be September, 1989

Prepared and Submitted by: **P. S. Beveridge**
Superintendent of Curriculum and
Special & Educational Services

J. Yurkiw
Assistant Superintendent of Special Services

P. Shewfelt
Superintendent of Finance and Treasurer

Approved by: **K.A. Rielly**
Director of Education & Secretary

M E M O

TO: Area Superintendents of Schools

FROM: Joseph M. Yurkiw, Assistant Superintendent,
Special & Educational Services

RE: **EMERGENCY PROCEDURES, FIRE DRILLS**

1988 12 13

The enclosed draft is for your information. It will be reviewed by H.P.A. and H.S.S.P.A. groups and will require a final approval by Committee chaired by the Area Fire Marshal. Our goal is to have this in our schools for January 1989.

If there are any concerns or questions please do not hesitate to call. Ext. 360.

Joseph M. Yurkiw

JMY/pgb

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cc: F. S. Beveridge, Superintendent, Curriculum & Special Services
A. Stockwell, Associate Director of Education
K. Rielly, Director of Education and Secretary

OP - 8 November 1988

Operating Procedure

TOPIC:

Emergency Procedures, Fire Drills

Page 1 of 6

AUTHORITY

DRAFT

Replaces OP - 8 --- May 1988

☐ Ministry Reg.. 233/88 (1988 07 01)

Emergency Procedures 6.(1)

In addition to the drills established under the Fire Safety Plan required under Regulation 67/87 (Fire Code), every Board *may* provide for the holding of drills in respect of *emergencies* other than those occasioned by fire.

Emergency Procedures 6.(2)

Every Principal, including the Principal of an *evening class* or classes or of a class or classes conducted *outside the school year*, (summer school, summer skill, adult education centres, etc.),. *Shall* hold at least one emergency drill in the period during in which the instruction is given.

Emergency Procedures 6.(3)

When a Fire or an Emergency Drill is held in a school building, *every person in the building shall take part in the Fire or Emergency Drill.*

Ministry of the Solicitor General - Office of the Fire Marshall

The Fire Accidents Act R.S.O., Chap. 168, s.1

Where, by a statute or municipal by-law, or by a regulation made under a statute, or by-law, the owner, proprietor, lessee, occupant, manager or other person owning, occupying or having the control or management of a building is required to provide fire escapes, means of exit, stairways or other structure or any appliance for the safety of inmates or of the public in case of fire, and it is shown in an action brought against such person to recover damages for death occasioned by fire in such building that such requirements or any of them had not been complied with at the time of the fire, it shall be presumed that the non compliance was the cause of death.

Office of the Fire Marshall

Building facilities provided for the safety of occupants shall be maintained in accordance with the applicable sections of the Ontario Fire Code, O. Reg.67/87. "In schools attended by children, total evacuation during fire drills ***shall***be held three times in each of the fall and spring and school terms."

. Solicitors Response - Providing assistance to disabled persons in emergency situations (1988 10 17).

> "...it is our opinion that the intention of the new regulation when read with the fire code is that there continue to be at least three drills between the first school day of the school yearand the end of the fall term, and at least three drills in the spring term for school attended by children;
>
> and
>
> there be at least one emergency drill in the instruction period for the evening classes or classes conducted outside the school year".

PROCEDURE: FIRES & FIRE DRILLS

☐ GENERAL RESPONSIBILITIES

. Staff and Students

ANY person detecting smoke or fire should immediately sound the fire alarm by actuating the nearest fire alarm pull station and evacuate the building by using the nearest safe exit.

On hearing the fire alarm signal, all activities are to be stopped and all personnel (teachers, pupils, school support staff) must evacuate the building using the nearest safe exit or alternate exit.

All staff must be familiar with the location and use of portable fire extinguishing equipment located throughout the school so that small incipient fires may be confined or extinguished after sounding the alarm and evacuating the students and if safe to do so.

Each school with disabled persons will develop its own school evacuation plan in consultation with the Fire Prevention Officer. A disabled person's therapist, appointed through Home Care, shall be involved in the planning.

☐ SPECIFIC RESPONSIBILITIES

. The Superintendents of Schools

Where circumstances deem it necessary for fire evacuation plans in any school on the recommendations of the School's Fire Prevention Officer and the student's Home Care Worker, the Superintendent of Schools shall arrange the purchase of a suitable evacuation device.

. The Principal

Instructions to teachers shall be posted in each classroom and in the teachers' staff rooms.

The principal shall determine the location and number of exits, and ensure that they are inspected daily, and that no exit is blocked or obstructed.

The principal shall assign exit routes from all classrooms, these routes to be as short as possible consistent with full use of exit facilities available. Alternate pathways shall be explored and stated to ensure that all entrances and exits are fully accessible to handicapped students.

The principal shall explain the evacuation procedure to each teacher and class, pointing out the exit routes from each classroom to the outside assembly point. The principal shall also point out alternate exits, routes shall be varied from drill to drill by placing signs indicating exits blocked by fire. Elevators are not to be used for evacuation.

The principal shall keep an up-to-date list of handicapped students and staff in the school which shall be presented to the fire department when they call.

The principal shall review and adjust the school evacuation procedure to address particular disabilities and needs of disabled persons attending the school. Planning for the evacuation of the disabled shall be done in consultation with a Fire Prevention Officer and a disabled person's therapist appointed through Home Care. The parents of disabled students shall be informed of the evacuation procedures in the school their child is attending.

The Principal cont..

A slow-motion drill should be held by each class, and practised until classes are fully familiar with the routine.

A drill at normal speed should then be held following prior notice.

Daily drills shall be held without notice, especially in elementary schools, until the evacuation is carried out effectively.

Drills shall be held at regular intervals and without notice to teachers.

Fire drills shall be held three times in each of the fall and spring terms.

Note:

FIRE DRILLS

When a drill is to be conducted:

(i) Telephone 522-1155 and ask for the Communications Division. Inform them that a drill will be held in "X" minutes.

(ii) Telephone 527-5092 Education Centre and inform them that a drill will be held in "X" minutes.

(iii) When the drill is completed and conditions are back to normal, advise the Communications Division and the Education Centre.

Wherever possible, junior students shall occupy classrooms on the lower floors of the building.

It is considered wise to advise any new students who enroll late in the school year about school evacuation procedures.

Fire hazards shall be corrected and eliminated when discovered and should be reported to the Safety Committee/Board Safety Officer.

During the shutdown of fire protection equipment and systems, rounds are to be made of all affected areas every 30 minutes while the building is occupied.

. Staff

Teachers in charge of pupils shall NOT attempt to extinguish the fire.

All work shall stop. Motors or other equipment shall be shut down.

After the class has left the room the teacher shall check that no students remain; the teacher shall then close the classroom door and rejoin the students.

Students absent from the classroom at the time of the alarm shall be located and led to safety. It is the primary responsibility of each teacher to ensure that all students from the classroom have left the building.

Teachers shall take the attendance records with them when evacuating and report to the Fire Department personnel any persons left in the building or unaccounted for who may be endangered and need rescuing.

Signals to march or stop shall be given by hand, as verbal orders may not be easily heard over the alarm signal.

Teachers shall see that classrooms, special activity rooms, cloakrooms, locker rooms and washrooms are cleared of students.

Teachers shall be familiar with details of the evacuation procedure for disabled students enrolled in their classes or having occasion to frequent their area in the school.

. Students

Students shall follow student/teacher monitors in an orderly fashion along a predetermined exit route to an assembly point outdoors. There shall be no running, crowding, or pushing.

Students are not allowed to get their outdoor clothing from lockers.

Students **shall not** attempt to extinguish a fire.
No student will be given the responsibility for evacuating handicapped students unless the principal is satisfied that the student is capable and competent.

Consent of parent or student if older than 18 is required before they may be used to assist in emergency procedures.

. The School Secretary

Immediately on hearing the fire alarm signal the school secretary is to telephone Emergency - 911 and report:

school name
school address
that the fire alarm is sounding
the name of the person making the call and any other pertinent information regarding the situation.

The school office shall have a list of each physically handicapped student and a complete timetable including location (academic and non-academic) to cover all time periods of each day. Strategies should be designed to take into account any changes to this routine, i.e., washroom, health room, etc.

. Foreman/and Group Caretakers

Upon activation of the fire alarm system, the school foreman/group caretaker shall:
(1) Turn off all fans in the building.
(2) Proceed to main entrance of the school to meet the responding Fire Department personnel having all necessary keys with him.

This fire Safety Plan is applicable at all times when the building is occupied. The duties and responsibilities contained in the Plan are to be delegated to those persons responsible for all activities held in the school.

The fire alarm system shall not be silenced or the evacuation halted until it has been determined for absolute certainty that no fire exists or until authorized by the Fire Department.

M E M O

TO: All Principals
Superintendents of Schools

FROM: Joseph M. Yurkiw, Assistant Superintendent
Special & Educational Services

RE: S.E.A.C. (Special Education Advisory Council)

1988 12 22

At our S.E.A.C. meeting in December, Trustee Judith Bishop was elected as Chairman for 1989.

So that our public may be aware of this Council and the organizations they represent an attached item is enclosed for your use and publication in your school newsletter.

An additional item is also attached regarding the use of ice sledges for handicapped students is also directed to you for further information.

If these are any question or concerns please feel free to call (Ext. 360).

Joseph M. Yurkiw

JMY/pgb

Encl.

SPECIAL EDUCATION ADVISORY COMMITTEE
1989

As directed by the Education Act, the following are members of S.E.A.C. for 1989. It is the mandate of this Committee to make recommendations to the Board in respect of any matter affecting the establishment and development of special education programs and services in respect to exceptional pupils of the Board 182(8):

COMMITTEE MEMBERSHIP

MEMBERS OF THE BOARD

Mrs. Judith Bishop,	(528-7740)
Mrs. Mary Caye Clarke,	(385-1790)
Mr. Jean Desmarais,	(560-3622)
Mr. Ray Mulholland,	(547-2237)

MEMBERS REPRESENTING LOCAL ASSOCIATIONS

Mr. Ian Adamson	Autistic Society	(1-731-3629) (Home 847-3868)
Miss Nalda Dalziel,	Hamilton & District Society for Disabled Children	(521-2100 X 7416) (Home 522-5413)
Mr. Jeff Foster,	Canadian National Institute for the Blind	(528-8555)
Mr. Joseph Harwood,	Hamilton and District Association for the Mentally Retarded	(528-0281) (Home 575-1652)
Ms. Doreen Knol,	Association for Bright Children	(648-2853) (Home 522-0620)
Mrs. Judy Masters,	Hamilton and District Parents of Disabled Children	(383-2384)
Mrs. Frances Oommen,	Down's Syndrom Association	(383-4779)
Mr. Lynn Ormerod,	Canadian Hearing Society	(335-3490) (Home 575-7546)

Members Representing Local Organizations cont...

Mrs. Sylvia Trott,	Association for Children and Adults with Learning Disabilities	(523-1331)
Mrs. Liz Warren,	Hamilton Council of Home and School	(525-0358)

ADDITIONAL MEMBERS

Ms. Vida Mazza,	Hamilton Wentworth Home Care Program	(523-8600)
Ms. Geraldine Schram,	Augmentative Communications Collective	(521-2100 X 7833)
Dr. J. Toby,	Ontario Psychological Association	(529-2957)

Community Resource Representative of S.E.A.C.

Dr. P. Newberry,.	Chedoke-McMaster Hospitals	(521-2100 X 7207)

S.E.A.C.: INFORMATION ITEM

Handicapped - Ice Skating

The Department of Culture and Recreation, City Hall, will make available on request a special ice sledge for handicapped children at any recreational ice rink.

To arrange - call (**Corky Secord - 526-2750**). Provide Date, Time, Place required.

Joseph M. Yurkiw
Assistant Superintendent
Special & Educational Services

JMY/pgb

file with other mtls.

Ontario

Ministry
of
Education

Ministère
de
l'Éducation

Floor
Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

étage
Édifice Mowat
Queen's Park
Toronto (Ontario)
M7A 1L2

DEC 7 1988

MEMORANDUM TO: Directors of Education
Secretaries of Boards

FROM: Wally Beevor

DATE: December 2, 1988

SUBJECT: Questions and Answers re
Lead Levels in School Drinking Water

Further to Deputy Minister Bernard Shapiro's memo of November 28, I am enclosing a copy of questions and answers on lead levels in school drinking water. These may be of assistance to you and your principals in addressing the concerns of students, parents and local news media.

Your continued co-operation in dealing with this matter is very much appreciated.

Wally Beevor

Wally Beevor,
Assistant Deputy Minister,
Learning Programs Division
(416) 965-4232

Encl.

December 2, 1988

Questions and Answers re Lead in School Drinking Water

1. **What is the source of lead in school drinking water?**

A: The lead likely comes from the solder used in joining or repairing the copper pipes in the building's water supply system. Some older schools may have lead piping, in which case lead may leach into the water from the piping itself.

2. **What is the Ministry (Board) of Education (school) doing to solve the problem?**

A: Two major corrective programs are being undertaken immediately.

First: tests have shown that by running the water for five minutes before school opens for the day, the lead levels drop to well below the permissible level of 50 parts per billion (ppb). Therefore schools have already begun a program to ensure that the school's water supply system is flushed out by the custodial staff prior to students and teachers arriving for classes each day.

Second: the Ministry of the Environment has been asked to test all fountains in publicly funded schools in Ontario to determine the level of lead in their drinking water. This will be done beginning with elementary schools built in the last five years, followed by all other elementary schools, secondary schools containing lead piping, and then all other secondary schools.

If any schools are found to have drinking water with lead levels above the permissible level after flushing out - i.e. above 50 parts per billion - further action will be determined by the Ministry of Education in consultation with the Ministry of the Environment and the province's Chief Medical Officer of Health.

3. Should Directors of Education or school principals phone the Ministry of the Environment about when their school(s) will be tested?

A: No. Directors of Education will be advised as to when the schools in their jurisdiction will be tested.

4. What effect will drinking water containing lead have on the health of children?

A: The Minister of Education has been assured by Ontario's Chief Medical Officer of Health, Dr. Richard Schabas, that the level of lead in the school drinking water is not health-threatening.

5. What if children begin to express curiosity or concern about the safety of the water they are drinking in school or at home?

A: Children should be reassured that they will not suffer harm from drinking the water. This is an opportunity for parents and teachers to explain that an unwanted amount of lead can seep into the drinking water, but that a simple action taken in the morning (flushing the taps for five minutes) cleanses the water.

6. What is the government doing to reduce lead used in soldering?

A: The Minister of Housing announced on November 29 that revisions to the Plumbing Code will prevent the use of solder containing more than 0.2 per cent lead. Currently up to 50 per cent lead is used in solder.

7. Who determines the allowable level of lead in water, i.e. 50 ppb ?

A: The level has been established by the federal government and accepted by the government of Ontario.

8. Were the tests carried out by the CBC on Metro Toronto area schools accurate?

A: The Ministry of the Environment began verification tests on November 27 of the drinking water at the schools tested by the CBC, and the CBC's tests were found to be generally accurate. The government tests also demonstrated that, by using the flushing method, lead levels were below the permissible level in every case.

9. If the lead levels in school drinking water are not health-threatening, why is the government taking action to reduce them?

A: The actions being taken by the government and by school boards are precautionary and intended to ensure that the water provided children in our schools is as safe as possible.

Ministry of Education
December 2, 1988

To: Accommodation Committee
From J.Bishop Chairman of SEAC
Re: Accommodation issues and Exceptional Pupils.
January 9 1989.

The general approach taken by SEAC to accommodation issues is outlined in this excerpt from a report to T.I.M.:

> Re-organisation of the Board provides a good opportunity to examine the present accommodation of special education students. About 5% of all students are served in self-contained classes,and another 11% are provided with some form of resource assistance within their own school. Students served in self-contained classes have often to leave their neighborhood school. A re-organisation of programs to each decentralised area could allow students in self-contained classes to be served within their own area of schools. This would be appropriate for all programs except the autistic, orthopaedic, assessment, and auditory programs which serve only small numbers of students. It could lessen the time spent in transportation for some students, reduce the concentrations in some schools of four or more special education programs, spread GLD and SLD programs more equitably so that the problems of integration of these students in small schools is lessened, and allow some students to retain contact with some of their peer group-- all long standing areas of concern to SEAC.
>
> It is therefore suggested:
>
> * That a complement of all special education self-contained programs, except those serving very small groups of students, be provided within each new area, and that, except in special circumstances, students will be served within the area in which they live.
>
> * That a classroom be made available in every school so that students, who need to be withdrawn for remedial help, have a quiet area, without distractions, in which to do their remedial learning.

(Part of a report sent from SEAC to the Transition in Management Team, February 17 1988).

The concerns about accommodation of special education programs are long standing. The following motion was sent to the Board in April 1987:

> That the Board of Education for the City of Hamilton when determining accommodation take into

consideration the number of special education students in self-contained classses in relation to the number of students in regular classes.

This was referred back to the officials and a report from them was accepted by EMC. However, there are still some small elementary schools which have four or more special education programs (Seneca(5), Linden Park, Queen Mary, Chedoke (5 including 3 resource withdrawal programs) Prince Philip (4 including 2 resource withdrawal programs).(September 1988 listings)

Last year the Accommodation Committee was requested:

a) That if and when new additions and schools are built at least one classroom be set aside in each project for special education use. The plans for the new school in block 79 do not appear to show such a room.

b) An age appropriate environment for the intermediate program for physically handicapped students, presently housed at Lisgar, be found. These students move from Holbrook (K-5) to Lisgar (K-5) and then to Sherwood. There has been no change to this long standing problem.

c) To consider moving the primary and junior programs for the auditorily impaired at Queensdale as they are in a seperate family of schools from the middle school program at Hampton Heights.

SPECIAL EDUCATION

ACCOMMODATION REPORT 1988 - 1989

Accommodation for special education classes, will, during the next five years, depend a great deal upon the implementation of the special education department's **"Intervention Model for the Decentralized '90's".**

This model, when fully implemented, will effect accommodation needs across the city in that the plan calls for:

(1) the continuing/expanding services of a Learning Resource Teacher (LRT) for every school and appropriate space for the LRT to effect the program.

(2) the placing of a Special Education Resource Teacher (SERT) in every school which would require a classroom from which the SERT would operate.

(3) the strategic placing of system self-contained classes across the city to meet the needs of specialized programs. e.g. Autistic, Gifted, Physically Impaired, Auditorily Impaired, Assessment Program, Programs for the Trainable Retarded and possibly Language and Speech Improvement Classes.

(4) the placing of self-contained Specific Learning Disabilities classes (SLD), General Learning Disabilities classes (GLD) and Behavioural Classes (BE) in each Area to meet the needs of those students so identified as needing a self contained class by an Identification, Placement and Review Committee (IPRC).

(5) classroom placement stability in order to promote a sense of belonging.

(6) the continued effectiveness of the Diagnostic and Resource Team (DART) which necessitates a suitable conference area whereby a multi-disciplinary team can meet to discuss programming strategies for students with learning problems.

In addition to the accommodation needs required by the Intervention Model, the influx of ESL/D students settling in Hamilton will also necessitate classroom needs across the city at both the elementary and secondary level. Finally, "school accessibility" must continue to be addressed as per the Accessibility Report 1988-1989 as more and more handicapped students wish to attend their neighbourhood schools.

Since the early 1920's special education has always been an integral part of the educational services provided for Hamilton students. While the Intervention Model, that recognizes the unique characteristics of all learners within the most enabling environment, may result in a strain on classroom accommodation, it will provide an effective use of available resources to meet the educational needs of the students in Hamilton.

The chart on the following two pages indicates the elementary schools of Hamilton and the current placement of SERT's, system classes and schools where SERT's would possibly be necessary over the next few years.

LEGEND
(for the charts on the following pages):

S.E.R.T. - Special Education Resource Teachers
L.R.T. - Learning Resource Teacher
G.L.D. - General Learning Disability
S.L.D. - Specific Learning Disability
B.E. - Behaviour Exceptionality
S/L - Speech and Language Class
G - Gifted
ASSMNT - Assessment Class
HoH - Hearing Impaired
Phys. - Physically Impaired
Aut. - Autistic Classes
PRIM - Primary G.L.D.

ELEMENTARY SCHOOLS - 1988-1989

	SCHOOLS WITH SERTS	SCHOOLS WITH SELF-CONTAINED GLD OR SLD CLASSES THAT COULD BE REDEPLOYED		SYSTEM CLASSES	SCHOOLS WHERE SERT SERVICES NEEDED	LRT SERVICES
		GLD	SLD			
A.M. Cunningham					X	X
Adelaide Hoodless	X					X
Allenby		X PRIM				X
Bennetto	X					X
Buchanan Park					X	X
Burkholder Drive	X					X
Cardinal Heights			X			X
Cecil B. Stirling		X	X			X
Centennial		X		BE		X
Central	X					X
Chedoke	X			BE/TR		X
Comley					X	X
Dalewood	X			G		X
Dr. J. Edgar Davey		X				X
Earl Kitchener					X	X
Eastmount Park			X	S/L		X
Elizabeth Bagshaw		X	X	S/L		X
Fairfield			X			X
Fernwood Park				G	X	X
Franklin Road		X	X	BE		X
George L. Armstrong		X				X
George R. Allan				G	X	X
Gibson		XX PRIM	X			X
Glen Brae	X			BE		X
Glen Echo				ASSMNT	X	X
Hampton Heights	X			G, HoH		X
Hess Street		X				X
Hillcrest		X	X			X
Hillsdale	X					X
Holbrook				Phys.	X	X
Huntington Park				TR, BE	X	X
James MacDonald		X PRIM	X			X
King George		X	X			X
Lake Avenue		X	X			X
Lawfield					X	X
Linden Park			X	G, TR		X

	SCHOOLS WITH SERTS	SCHOOLS WITH SELF-CONTAINED GLD OR SLD CLASSES THAT COULD BE REDEPLOYED		SYSTEM CLASSES	SCHOOLS WHERE SERT SERVICES NEEDED	LRT SERVICES
		GLD	SLD			
Lisgar				Phys, TR, S/L	X	X
Lloyd George		X	X			X
Memorial			X			X
Mountview		X PRIM	X			X
Norwood Park					X	X
Parkdale			X	BE		X
Pauline Johnson			X			X
Peace Memorial		X				X
Prince of Wales		X	X			X
Prince Philip	X			TR		X
Queen Mary		X	X			X
Queensdale				HoH	X	X
Queen Victoria				G, TR	X	X
R. A. Riddell		X	X			X
Red Hill		X PRIM			X	X
Richard Beasley		X				X
Ridgemount					X	X
Robert Land		X	X			X
Rosedale			X			X
Roxborough Park		X				X
Ryckman's Corners			X	AUT		X
Ryerson					X	X
Sanford Avenue		X		BE		X
Seneca		X		TR, S/L		X
Sir Isaac Brock			X			X
Stinson Street			X			X
Strathcona			X			X
Thornbrae	X					X
Tweedsmuir		X	X			X
Vern Ames					X	X
Vincent Massey T.R.				TR		
Viscount Montgomery			X	TR		X
W. H. Ballard	X			G		X
Westview	X		X	G		X
Westwood			X	G, AUT		X
Woodward	X					X

Board of Education for the City of Hamilton
Special Education Classes & Services, 1988-89

LOWER CITY ELEMENTARY SCHOOLS Classes for:	A.M. Cunningham	Adelaide Hoodless	Allenby	Bennetto	Centennial	Central	Dalewood	Dr. J. Edgar Davey	Earl Kitchener	Elizabeth Bagshaw	Fairfield	George R. Allan	Gibson	Glen Brae	Glen Echo	Hess Street	Hillcrest	Hillsdale	King George	Lake Avenue	Lloyd George	Memorial	Parkdale	Prince of Wales	Prince Philip	Queen Mary	Queen Victoria	Red Hill	Robert Land	Rosedale	Roxborough Park	Ryerson	Sanford Avenue	Sir Isaac Brock	Stinson Street	Strathcona	Tweedsmuir	Viscount Montgomery	W.H. Ballard	Woodward	Lower City Totals	Bd of Ed Totals
Behavioural Students					1									1									1										1								4	7
Autistic Students																																									0	2
Auditorily Impaired Students																																									0	4
Students Needing Language and Speech Improvement										2																															2	6
Students with Specific Learning Disabilities		1								4	2		1				2		2	1	1	1	1	2		1			1	2				1	1	1	1	2			28	40
Congregated Gifted Students							2					1															1												3		7	15
Students with General Learning Disabilities			1		1			2		2			2			2	2		1	2	1			1		3		2	1		1		1				1				26	36
Special Education Resource Teachers GLD		1		2		1	1											1																					1	1	8	9
SLD		1												1											2														1		5	10
Trainable Retarded																									2		2											2			6	15
Physically Impaired Students																																									0	3
Students with Multiple Exceptionalities (Assessment)															2																										2	2
Students who require English as a Second Language					4					2			2			4			2																2		2				18	21

Board of Education for the City of Hamilton
Special Education Classes & Services, 1988-89

MOUNTAIN ELEMENTARY SCHOOLS Classes for:	Buchanan Park	Burkholder Drive	Cardinal Heights	C. B. Stirling	Chedoke	Comley	Eastmount Park	Fernwood Park	Franklin Road	George L. Armstrong	Hampton Heights	Holbrook	Holbrook (SAM)	Huntington Park	James MacDonald	Lawfield	Linden Park	Lisgar	Mountview	Norwood Park	Pauline Johnson	Peace Memorial	Queensdale	R.A. Riddell	Richard Beasley	Ridgemount	Ryckman's Corners	Seneca	Thornbrae	Vern Ames	Westview	Westwood	Westmount (Elem Prog)	Mountain Totals
Behavioural Students					1				1					1																				3
Autistic Students																											1					1		2
Auditorily Impaired Students											1												3											4
Students Needing Language and Speech Improvement							2											1										1						4
Students with Specific Learning Disabilities			1	1			1		1						1		1		1		1			1			1				1	1		12
Congregated Gifted Students								1			2						1														3	1		8
Students with General Learning Disabilities				1					1	1					1				1			1		1	1			2						10
Special Education Resource Teachers GLD		1																																1
Special Education Resource Teachers SLD					2						1																		1				1	5
Trainable Retarded					2									2			2	1										2						9
Physically Impaired Students												2						1																3
Students with Multiple Exceptionalities (Assessment)																																		0
Students requiring ESL (.5 Classes-Full Time Teacher = 2 Classes)		2															1																	3

SECONDARY SCHOOLS	Hill Park	Sir J.A. Macdonald	Sir W. Churchill	Sherwood	Westdale	Westmount	Total
Congregated Gifted Students						2	2
Trainable Retarded	3		2	1	2		8
Physically Impaired Students				1			1
Students who require ESL (Lines/Classes)		41					41

SCHOOLS FOR THE TRAINABLE RETARDED

Vincent Massey - 9 classes

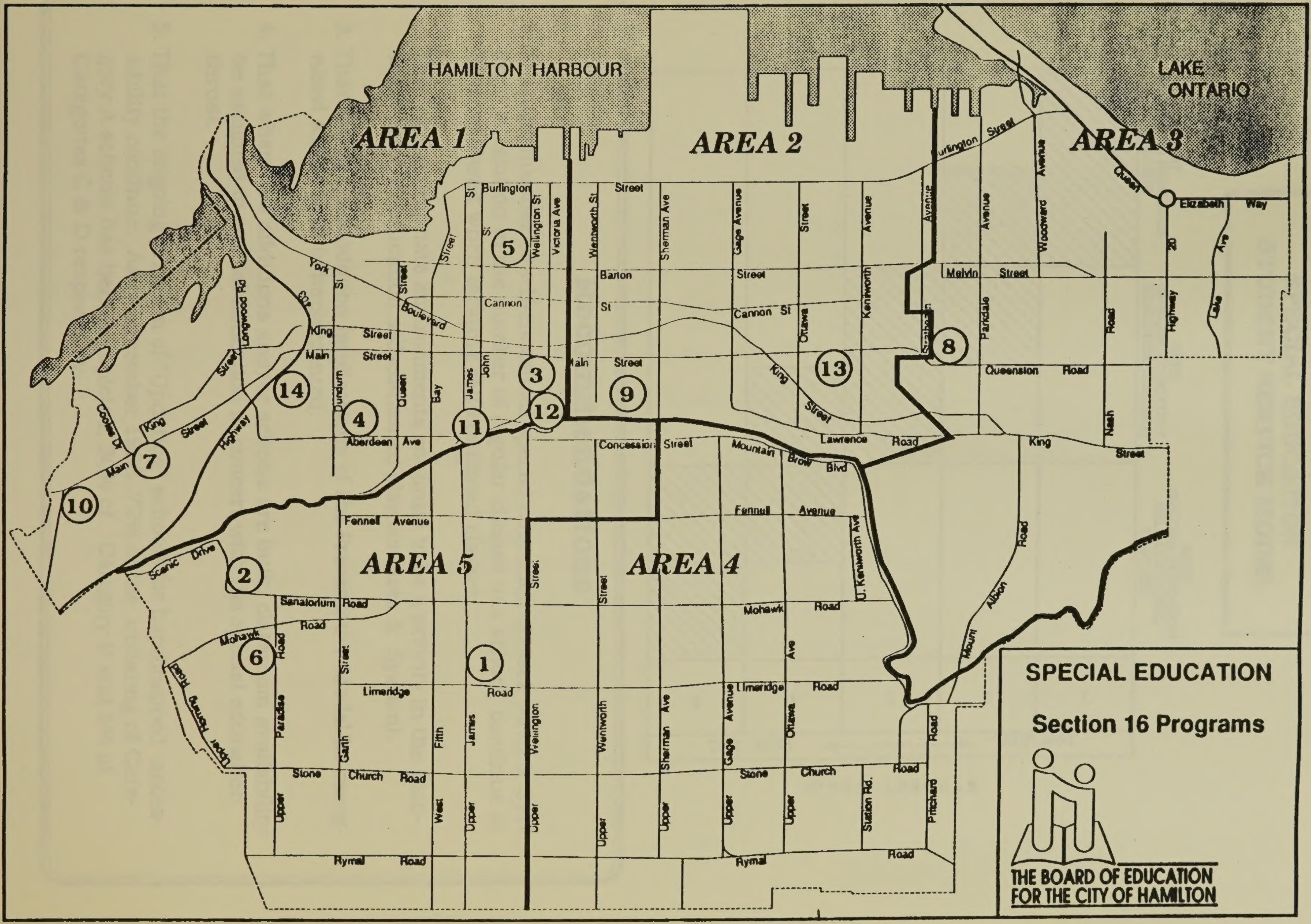
Note: The numbers on the chart indicate the number of classes in a given school.

Educational Programs in Care, Treatment and Correctional Facilities

(Section 16 Programs)

1. Arrell Observation Home
2. B'nai Brith Cottage
3. Dawn Patrol Group Home
4. Grace Haven
5. Hamilton-Wentworth Detention Centre
6. Lynwood Hall Children's Centre
7. McMaster University Medical Centre
8. Patterson House*
9. Robert Mac Home
10. Rygiel Home
11. St. Joseph's Hospital
12. Webber House
13. Woodview Day Treatment (c/o Delta Secondary)*
14. Woodview Children's Centre (c/o Westdale Secondary) (Canada House)

* New programs commencing February 1, 1989



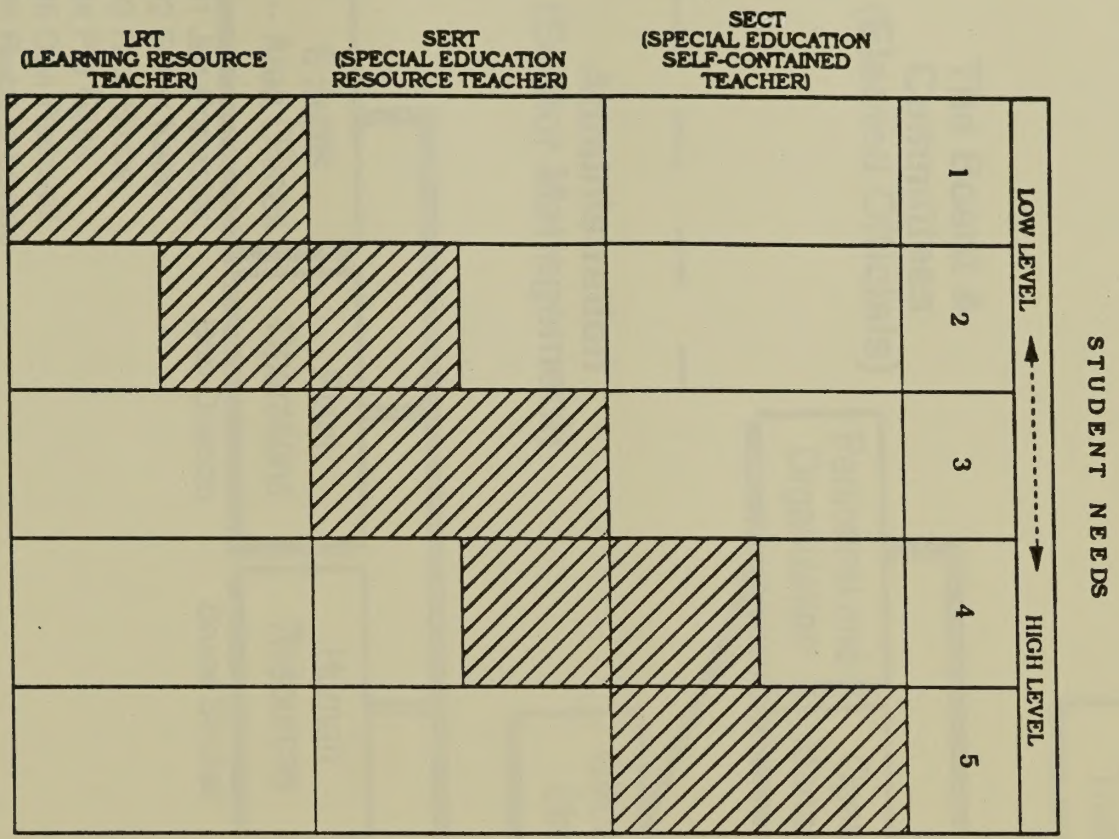
SPECIAL EDUCATION

Section 16 Programs

THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

HAMILTON HARBOUR
LAKE ONTARIO
AREA 1
AREA 2
AREA 3
AREA 4
AREA 5
1
2
3
4
5
6
7
8
9
10
11
12
13
14
Burlington Street
Burlington St
Wellington St
Victoria Ave
Wentworth St
Sherman Ave
Gage Avenue
Ottawa Street
Kenilworth Avenue
Parkdale Avenue
Woodward Avenue
Queen Elizabeth Way
Highway 20
Lake Ave
Melvin Street
Barton Street
Cannon St
King Street
Main Street
York Boulevard
Bay Street
Dundurn St
Queen Street
James
John
Aberdeen Ave
Longwood Rd
Highway 403
Cootes Dr
Strathearn
Queenston Road
Nash Road
Lawrence Road
Concession Street
Mountain Brow Blvd
Fennell Avenue
U. Kenilworth Ave
Albion Road
Mount Albion Road
Scenic Drive
Sanatorium Road
Mohawk Road
Limeridge Road
Stone Church Road
Rymal Road
Upper Paradise
Garth Street
West Fifth
Upper James
Upper Wellington Street
Upper Wentworth Street
Upper Sherman Ave
Upper Gage Avenue
Upper Ottawa Ave
Station Rd.
Pritchard Road
Upper Horning Road

SPECIAL EDUCATION STUDENT SERVICE MODEL


LRT (LEARNING RESOURCE TEACHER)
SERT (SPECIAL EDUCATION RESOURCE TEACHER)
SECT (SPECIAL EDUCATION SELF-CONTAINED TEACHER)
1
2
3
4
5
LOW LEVEL
HIGH LEVEL
STUDENT NEEDS

Recommendations

1. That the number of self-contained special education classes (Area & System) in relation to the number of regular classes in a school, continue to be considered when locating self-contained classes.

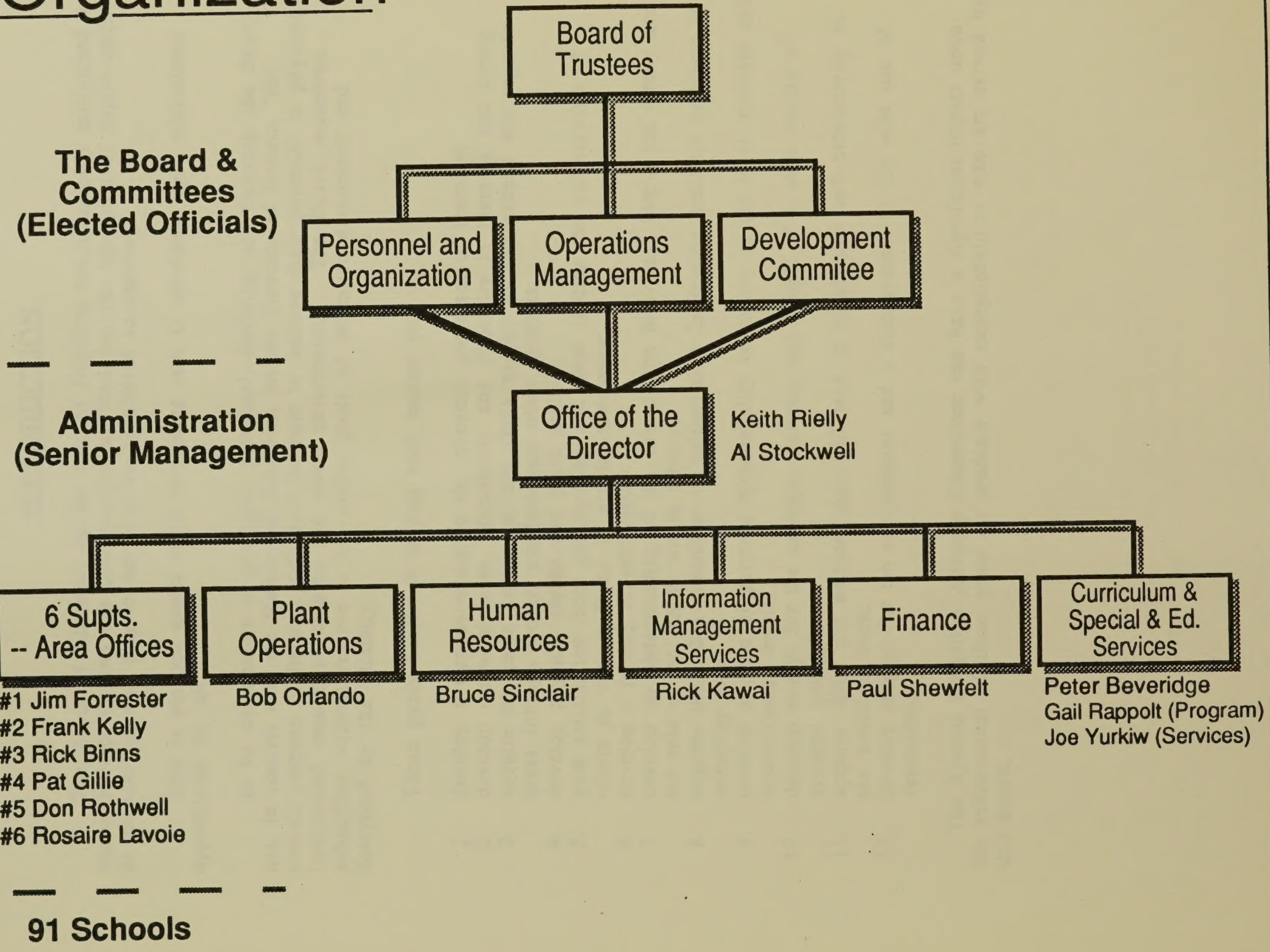
2. That age appropriate environments continue to be a priority in the placing of special education self-contained classes (Area & System).

3. That the accommodation implications of the Preventative Model be recognized as the plan is implemented.

4. That when new additions and/or schools are built, classroom availability be assigned to special education in concert with the special education thrust.

5. That the ongoing program of "Updating" schools for handicapped accessibility continue. As of December 1988, 72% of the updating of Category A schools has been completed, 30% of Category B and 5% of Categories C & D respectively.

Organization


Board of Trustees
The Board & Committees (Elected Officials)
Personnel and Organization
Operations Management
Development Commitee
Administration (Senior Management)
Office of the Director
Keith Rielly
Al Stockwell
6 Supts. -- Area Offices
#1 Jim Forrester
#2 Frank Kelly
#3 Rick Binns
#4 Pat Gillie
#5 Don Rothwell
#6 Rosaire Lavoie
Plant Operations
Bob Orlando
Human Resources
Bruce Sinclair
Information Management Services
Rick Kawai
Finance
Paul Shewfelt
Curriculum & Special & Ed. Services
Peter Beveridge
Gail Rappolt (Program)
Joe Yurkiw (Services)
91 Schools

INTRODUCTION

The Board of Education for the City of Hamilton has historically maintained a steady interest in, and has continuously provided for, the education of pupils under its jurisdiction who may in any way be considered exceptional.

This is but one aspect of its overriding task of providing equal educational opportunity for all.

In its contribution to programs, personnel, facilities, and finances, the Board has, in concert with the Ministry of Education for the Province of Ontario, "the overall purpose of helping individual learners to achieve their potential in physical, intellectual, emotional, cultural and moral development". The Board, moreover, subscribes without reserve to the twelve goals of education determined and described by the Ministry.

These goals consist in helping each student to:

1. develop a responsiveness to the dynamic processes of learning;
2. develop resourcefulness, adaptability and creativity in learning and living;
3. acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers and other symbols;
4. develop physical fitness and good health;
5. gain satisfaction from participating and from sharing the participation of others in various forms of artistic endeavour;
6. develop a feeling of self-worth;
7. develop an understanding of the role of the individual within the family and the role of the family within society;
8. acquire skills that contribute to self-reliance in solving practical problems in everyday life;
9. develop a sense of personal responsibility in society at the local, national and international levels;
10. develop esteem for the customs, cultures, and beliefs of a wide variety of societal groups;
11. acquire skills and attitudes that will lead to satisfaction and productivity in the world of work;
12. develop respect for the environment and a commitment to the wise use of resources.

The Special Education Advisory Committee can have a significant impact upon the achievement of these goals for students with exceptionalities who are served by this Board.

THE MANDATE

Every board shall ... establish a special education advisory committee that shall consist of:

(a) one representative from each of the local associations, not to exceed twelve, in the area of jurisdiction of the board, as nominated by the local associations and appointed by the board; and where there are more than twelve local associations, the board shall select the twelve local associations that shall be represented;

(b) three members appointed by the Board from among its members;

(c) one or more members who are French-speaking, appointed by the Board as representative of the French-speaking ratepayers or supporters of the Board; and

(d) at the discretion of the Board, one or more additional members who are not representative of either a local association or the French-speaking community and are not members of the Board or a committee of the Board.
182(2)

NOTE "Local association" means an association or organization of parents that operates locally within the area of jurisdiction of a Board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults.
182(1)(c)

TERMS OF REFERENCE

The Committee may make recommendation to the Board in respect of any matter affecting the establishment and development of special education programs and services in respect to exceptional pupils of the Board. 182(8)

It is the responsibility of the Board, before making a decision on a recommendation of the Committee, to provide an opportunity for the Committee to be heard before the Board and before any committee of the Board to which the recommendation is referred. 76(2), 182(9)

The Board shall ensure that all Committee members have sufficient notice of the time and date of all Board meetings dealing with recommendations of this Committee, and of those committee meetings to which any recommendation of this Committee shall be referred.

INFORMATION

ABOUT THE BOARD'S STRUCTURE

ONE OF A SERIES OF INFORMATION SHEETS PUBLISHED BY THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON — Telephone (416) 527 509

#1-R-89-01

Education is a responsibility of the provinces. This was established in the terms of Canada's Confederation in 1867.

At the provincial level, the responsibility for providing education throughout Ontario is vested in a branch of the Government (the Ministry of Education, Ontario). Regulations for administering education throughout the province have been set out in legislation (The Education Act). Recommended courses of study for students are contained in Ministry guidelines.

At the local level, the Ministry vests much of its authority in elected boards of education. **The Board Of Education For The City Of Hamilton** is one such locally elected board. It is responsible for the administration of public elementary and secondary school education throughout the City. While the Board of Education is responsible to the provincial Ministry, it is not responsible to any municipal authority.

BOARD MEMBERSHIP

The Board consists of twenty-one members, known as trustees and elected as follows:

1. Eighteen members (two from Wards 1 to 6 and three from each of Wards 7 and 8) to represent public school electors.
2. Three members (elected on a city-wide basis by French Language electors) to represent the interests of students enrolled in Georges P. Vanier, the Board's secondary school which uses French as the language of instruction.

Elections to the Board of Education take place at the same time as municipal government elections. The term of office is three years.

COMMITTEES OF THE BOARD

To perform its responsibilities each year, the Board elects a Chairman. It also divides itself into three main working (standing) committees and into several subcommittees. While trustees are elected for three-year terms, the above positions (Chairman of the Board, committee membership, etc.) are for one-year terms. The three main (standing) committees are as follows:

Development Committee

The Development Committee has a membership of seven trustees, including the Board Chairman and one member of the French Language Section. It meets at 6:15 on the first Thursday of each month. This committee's responsibilities are as follows:

- support, facilitate and encourage creative, new development in the organization, including new technology and projects.
- supervise all aspects of new development projects including financial management, implementation and evaluation of curriculum and special services, and modification of buildings.
- research, develop and plan new initiatives (Ministry of Education or local) in an integrated way within a broad context that includes both program and financial considerations.
- encourage regular evaluation in order to stop, start and continue programs.

Operations Management Committee

This committee is made up of eight trustees, including the Board Chairman and one member of the French Language Section. The committee meets monthly at 6:15 p.m. on the Tuesday preceding the second Thursday of each month. The committee's responsibilities are as follows:

- supervise management of day-to-day funds -- control of payments and investments,
- ensure that operations of the Board comply with the Education Act and with the Rules and Regulations of the Board,
- review school accommodation and the deployment of staff within schools,
- regulate acquisition, sale and maintenance of properties.

Personnel and Organization Committee

This committee has a membership of eight trustees including the Board Chairman and one member of the French Language Section. It meets at 6:15 p.m. on the second Thursday of each month and assumes the following responsibilities:

- develop underlying philosophy by which human resource policies and practices are measured.
- oversee the management of personnel including job descriptions, recruitment, hiring and performance evaluation as well as interviewing for senior personnel.
- provide direction for staff development, succession planning, professional development and affirmative action.
- ensure effective labour relations and collective bargaining.

COMMITTEES REQUIRED BY MINISTRY

While the above committees are set up according to regulations devised by the Board, two committees are set up each year as a requirement of the Ministry. They are a **Special Education Advisory Committee**, a **Supervised Alternative Learning For Excused Pupils Committee**, and an **Identification, Placement and Review Committee.**

- Special Education Advisory Committee - This committee consists of three trustees, one or more members who are French Language, one representative from each of local associations (not to exceed 12) of parents concerned with the well-being of exceptional children or adults, and one or more additional members who are not from the above groups. This committee may make recommendations on matters affecting the establishment and development of special education programs and services for exceptional pupils.
- Supervised Alternative Learning for Excused Pupils - This committee is composed of six trustees including the Chairman of the Board, one supervisory officer of the Board and four community representatives. It considers all applications under legislation allowing students at ages 14 and 15 to apply for alternatives to regular school attendance.

BOARD MEETINGS

Structure of Agenda:

At the regular Board meetings, committee recommendations are considered "en bloc" under "General", "French Language" and "Elementary/Secondary" sections. Recommendations are not dealt with separately unless raised by a member.

Procedure at Meetings:

At committee meetings, each item is considered in turn. Decisions are based upon a majority vote of the members present. Recommendations which are adopted in this way are referred to the general Board meeting for final approval.

Frequency of Meetings:

The full Board meets regularly at 8:00 p.m. on the third Thursday of every month (except August, when no meeting is held). Special Board meetings may be held at the call of the chairman as special needs arise.

The three standing committees also meet monthly, except in August. Additional committee meetings may also be held at the call of the committee chairmen.

Ad hoc committees meet as often as the tasks at hand dictate. The total number of Board committee meetings normally exceeds 100 each year.

THE 1989 BOARD OF EDUCATION FOR THE CITY OF HAMILTON

TRUSTEES - Public School Electors

Ward 1 - Marjorie S. Baskin, B.A.
- Judith Bishop, B.A., M.A.

Ward 2 - Dr. John Johnston, B.A., M.A., B.D., Th.M., Ph.D., D.D.
- Anne Stewart

Ward 3 - Robert Stewart
- Bert Allen

Ward 4 - Ray E. Mulholland
- Ruth Van Horne

Ward 5 - Margaret A. Cunningham
- Canon Joseph H. Rogers, C.D., S.Th.

Ward 6 - June L. Deans
- Marion E. Lowe

Ward 7 - Helen M. Detwiler, B.A.
- Peter C. Kennedy
- Geoff Korz

Ward 8 - Mary Caye Clarke, B.A.
- Wesley R. Hicks, B.A.
- John Penner, B.A.

TRUSTEES - French Language Section

- Marie Patenaude Barker
- Jean F. Desmarais, B.A.Sc., P.Eng.
- Hubert Paquin

1989 BOARD OF EDUCATION

Mary Caye Clarke, Chairman of the Board
Ray Mulholland, Vice-Chairman

Hubert Paquin, Chairman, French Language Section

Development Committee

Bert Allen (Chairman)
Marie Barker
June Deans
Peter Kennedy
Geoff Korz
Anne Stewart
Mary Caye Clarke

Personnel and Organization Committee

Ray Mulholland (Chairman)
Marjorie Baskin
Wesley Hicks
John Johnston
Hubert Paquin
Robert Stewart
Ruth Van Horne
Mary Caye Clarke

Operations Management Committee

Margaret Cunningham (Chairman)
Judith Bishop
Jean Desmarais
Helen Detwiler
Marion Lowe
John Penner
Joe Rogers
Mary Caye Clarke

Beliefs

- **People are our most important resource.**
- **Parents and community organizations can provide positive input to schools.**
- Decisions are best made closest to the source of those affected by them.
- Mutual development and sharing of information.
- Respect for the worth and contribution of each individual to our system.
- Diversity of program and interdependence according to Area needs.
- Sensitivity to needs of students, staff and parents.
- Involvement of employees in decision-making.
- Recognition that failure can be a springboard for learning.
- Teach students to produce, manage and cope with change.
- Model positive attitudes and promote practical skills.
- Promote an interest in the learning process.
- Facilitate staff development of all employees.
- Life-long and alternative learning.
- Team effort at all levels.
- Good public relations.
- System reflects cultural diversity.
- Provide educational opportunities to all.
- Relevant curriculum (student-centred and future-oriented).
- Provide school and community resources to meet special needs.
- Utilize technology to improve methods for learning.
- Risk striving for excellence and superior performance.
- We must celebrate our accomplishments.

Vision

"Learning is most important to success in life."

The vision of the Hamilton Board is to have a student-centred and school-based educational system which advocates and values a caring attitude, respect for diversity, accountability, innovation, trust and openness in communication, and challenges students to continued achievement.

This direction represents a refocussing on the students in the classroom.

Support and development of this vision will provide Hamilton students with the capabilities to meet the challenges of the 21st century.

Mission Statement

The Hamilton Board of Education's purpose is to educate children and adults to enable them to enjoy life as creative, contributing, responsible members of society.

CA4ON HBL W26
MA37
1989

MINUTES OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

1989 02 15

Present: Trustee J. Bishop (Chairman); Trustees Desmarais, Mulholland and Clarke, Mesdames Dalziel, Knol, Mazza, Oommen, Schram, Trott and Warren; Dr. Toby; Messrs. Foster and Ormerod.

Not
Present: Mrs. Masters; Messrs. Adamson and Harwood.

Also
Present: B. Jazvac (Headmasters' Association)
A. Kunc (Hamilton Principals' Association)
A. Mutart (Hamilton Teachers' Federation)

Officials
Present: J. Yurkiw (Assistant Superintendent, Special and Educational Services)
R. Adams (Co-ordinator, Special Education)
J. Hill (Co-ordinator, Languages)

Mrs. Bishop called the meeting to order and asked for confirmation of the minutes of the last meeting.

Moved by Mr. Desmarais:

That the minutes of the last meeting of this committee be approved as presented to the members:

Mrs. Oommen requested the following amendment:

Down's Syndrome Association of Hamilton
(last paragraph)
Mr. Yurkiw added that the main purpose of the meeting was to look at funding for an education rehabilitation program, **Employment Resource Council**, centred in the community to do follow-up with students who need employment after 21 years of age.

The minutes, as amended, were put to a vote and **CARRIED.**

Mrs. Bishop expressed thanks on behalf of the Committee for the dinner and in-service prior to the meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. MEMBER ORGANIZATION UPDATE:

Hamilton Council for Home & School
Mrs. Warren informed the members that there are presently 15 local associations that are members of the Home & School Council. This week is designated Teacher Appreciation Week, with appropriate activities planned.

She raised a concern around the new intervention/decentralization model regarding the self-contained program at Dalewood. She asked if the resource room model was going to affect self-contained programs?

Mr. Adams replied that there will always be self-contained classes. It depends on the child's differing needs, some may need a little help, some may need self-contained classes, and some residential programs.

Mrs. Warren had a concern that integration becomes difficult in middle schools due to rotary. Mr. Adams agreed timetabling is a problem but pointed out a child is integrated for his/her strengths, resource assistance is available for areas of weakness.

She asked if the intervention model would be more flexible?

Mr. Adams emphasized that, if at all possible, students would stay and receive help in the home school or area unless the student needs more specialized assistance. If principals have the resources, flexibility can be achieved and the model will work.

Canadian Hearing Society
Mr. Ormerod noted sign language classes will be held in April at the Hearing Society on King St., with registration April 3rd - 7th. A workshop on Social Linguistic Studies of A.S.L. will be held February 24 - 26 for sign language teachers and aides at the Canadian Hearing Society.

The Canadian Hearing Society has been invited to sit on a Deaf Education Review conducted by the Lincoln Board. Rob Kendrix will represent the Society and welcomes input.

Deaf Connection is sponsoring forums on February 22nd at C.H.S. headquarters.

Human Rights Forum - Employment Equality and Reasonable Accommodations in Workplace for Disabled, March 2nd, 7:00 p.m. at Canadian Hearing Society.

Ontario Psychological Association
The O.P.A. conference will be held in Toronto this week.

The Canadian Association of School Psychologists' convention will be held in June in Edmonton. Issues of school psychologists, testing and multi-cultural issues will be discussed.

Down's Syndrome Association
Mrs. Oommen noted the last meeting was held February 7th and members met with a Public Relations Officer from the Hamilton District of the Mentally Retarded. The next meeting is a social at the end of March.

She asked whether Trainable Retarded students are grouped according to ability or learning style in self-contained secondary classes? Concern was brought forth because parents thought their daughter was being held back due to the low functional level of the other children.

Mr. Adams stated that if the parents do not feel the child is getting enough of an academic program, they should speak with the principal and teacher. There are some class groupings such as the behavioural class at Hill Park, and the communication class at Sherwood.

Mrs. Oommen then reported on the Steering Committee of Operation Employability:

A meeting took place February 14th with speakers from the Ontario Association for Community Living (formerly Mentally Retarded), Association for the Mentally Retarded, and Amity Goodwill Industries. These programs and the Operation Employability programs were compared. There was discussion relating to the Employment Recource Council, but no action was taken. In the fall, the Ministry will be holding seminars in conjunction with any interested groups regarding "School to Work Transitions".

Association for Children and Adults with Learning Disabilities
Mrs. Trott referred to the fast distribution of SEAC members' names and phone numbers following the last meeting. She has already received feedback. Mr. Yurkiw asked members to make corrections to a new listing which will be forwarded for school newsletters.

Mrs. Trott referred to her critique of the play 'Touching' which she saw at Stinson. She felt that learning disabled children would benefit from the play as quite often they are victims of abuse. She did offer one suggestion to the person in charge regarding the level of background music. She did not think children five years and under would benefit from the play, but felt it was a very good project.

Mr. Yurkiw explained that the initial monies came from the COMSOC Child Council who hired a writer and pilot tested the play in five Hamilton Schools. Private funding was used initially in the creation of the play, but the Board has funded 60 performances at $300 each for the 88-89 year. All three area Boards have made use of this play.

Mrs. Trott referred to an interview she had with the Mountain News and emphasized that she did not say her Association was against complete integration.

The Association will hold a meeting February 16th, at 7:30 p.m., in Room 131, Hamilton Board of Education.

She referred to an article in last week's Burlington Post regarding the establishment of three elementary level school rooms and one secondary room for the environmentally sensitive. She pointed out that most of the environmentally ill are children who are learning disabled and thought this might be an item for future consideration.

She asked if the Hamilton Board of Education had a 'Phoenix' program?

Mr. Yurkiw explained this was an Alter Ed program. Phoenix is one of three alter ed programs, two for secondary students (Phoenix at Caledon and Lawrence at Sir J. A. Macdonald) and one at Stinson Middle school (ACES).

Mrs. Trott asked if you must give up your exceptionality to become part of the Phoenix program?

Mr. Yurkiw believed alter ed programs may not look at exceptional students who are helped by regular classes.

Mr. Adams stated ACES looks very closely at IPRC'd children. While secondary alter ed programs should be able to deal with exceptional students, at the elementary level alter ed programs are not really for students deemed exceptional. If a child can benefit from a program at the elementary level, Special Education programs can often provide the necessary assistance.

Mrs. Bishop suggested further inquiries be made into the alter ed programs.

Mr. Yurkiw noted students in alter ed programs may not be labelled exceptional, but many have problems getting through the regular secondary program.

Augmentative Communications Collective
The Collective is hosting a workshop April 1st which is aimed at children with physical disabilities, parents, and teachers on fostering independence. She had some brochures but thought as some of the Collective members were teachers they would have already received information.

Association for Bright Children
Nothing to report.

Hamilton & District Society for Disabled Children
Nothing to report.

Hamilton-Wentworth Home Care Program
Nothing to report.

Canadian National Institute for the Blind
Nothing to report.

Hamilton & District Parents of Disabled Children
On behalf of Mrs. Masters, Mrs. Bishop related an incident on January 23rd when a wheelchair van broke down from 8:15 a.m. to 9:35 a.m. When Mrs. Masters called the Board that evening, the Board was not aware of the breakdown. Both the carrier and school are supposed to report late buses. Is this a result of a breakdown in communication?

Mr. Adams will check into this matter for the next meeting.

Headmasters' Association
Mrs. Jazvac distributed flyers regarding Westmount 1990.

Chairman's Remarks:
Mrs. Bishop read a letter from Mr. Rielly in response to concerns she raised regarding the Child Care recommendations of SEAC:
'Further to our conversation following last SEAC meeting, I have been assured by Gail Rappolt that the Umbrella Committee's first task will be to take the broad policy and begin to write guidelines for the operation of centres, etc. The recommendations of SEAC will be considered in detail at that time. I trust this will address the concerns you raised during our conversation.'

Mrs. Knol added that members had inquired regarding the day care facility at the Block 79 school. Mr. Yurkiw emphasized that while the structural plan could not be changed, he understood some changes had been incorporated. Several concerns were raised regarding SEAC input, children's ages and the lack of a Board policy. Mrs. Bishop felt there was a policy vacuum and hoped that it will be corrected as a new Child Care Co-Ordinator has been appointed. Mr. Yurkiw explained this is a new program at the Board and SEAC may act as an advisory group. The Ministry dictates the amount of money involved in day care set-up and that it must be school age children. Mrs. Clarke pointed out that there is a Child Care umbrella group on which Trustees serve, and thought the SEAC Committee would find the information interesting.

Mrs. Bishop reported that Eto Corcione, Special Education Consultant, was working on a document to standardize the DART procedures in every school. Parents are to be involved at all stages.

Mrs. Bishop will make available to committee members the recommendations made to the Board regarding Vincent Massey school closure (see attached).

The Annual Review: the committee is exploring the idea of an annual fact finding questionnaire or survey to gather information.

Board Update: The Board will consider a recommendation regarding vocational schools being integrated into Delta.

Component Staffing: This refers to a way of staffing secondary schools according to the needs of schools rather than a formula. The Component Staffing Committee is recommending the formula for assigning LRT's as follows:
COMPOSITE - 1 LRT for each school and .5 LRT for each 15 IPRC students over a base of 25.
VOCATIONAL - 1 LRT for each school and .5 for each 25 IPRC students over a base of 40.
The maximum in any school shall be 2 LRT's (secondary)

NEW BUSINESS:

Mr. Hill introduced Monique Martel, Consultant, French Immersion, and circulated a hand-out, stating that this report to the Committee was for the purpose of sharing information regarding the French Immersion program and particularly the Special Education support. He noted that French Immersion is 100% French in SK and Grade 1, whereas Core French is restricted to a certain amount of time per day and is designed for English speaking children. Mr. Hill reviewed his report with the committee, noting the growth of this 14 year program.

Mr. Mulholland asked if SK A. M. Cunningham students taking French Immersion at Delta have the advantage of a LRT or is the LRT stationed at A. M. Cunningham. Mr. Hill responded that the LRT very rarely works with SK students. Mr. Adams noted the GLRT at Delta works back and forth between the two schools.

In response to Dr. Toby's enquiry, Mr. Adams explained that in JK there is a teacher plus an educational assistant in every program. At this level, it is more of an activity based program where a LRT would probably not be involved. The LRT works with strategies for learning aspects. The GLRT would work with children from JK to Grade 3 if they show some outstanding ability. There is one GLRT in each area. When a teacher suspects the child needs program enrichment, a GLRT can be consulted.

In response to Mrs. Trott's question, Mr. Hill stated that, based on the principal's reports, there are no identified children with specific learning disabilities in French Immersion. He added there were children with some conditions, but none were identified.

Mrs. Knol asked if, given Bill 82, a child in French Immersion has an identified learning disability, is there an obligation on the part of the Board to provide for special needs within French Immersion?

Mr. Hill noted this is an issue and he has been asked to discuss it with the Blue Ribbon Gifted Committee at the end of the month. The main problem is that French Immersion is an optional program and is not mandated.

Mr. Mulholland suggested that children had not been identified within French Immersion, because they would drop out of the program and return into the English program. Mr. Hill felt this was a question of degree as some children have difficulty with speech and receive assistance through the program in school. He also said that parents simply do not choose the French Immersion program for students with learning problems, and this is the parents' decision.

Ms. Jazvec asked if consideration had been given to creation of a congregated program for gifted in French Immersion. Mr. Hill said some discussion had taken place but there were insufficient numbers of students and a problem with classroom viability.

In response to Ms. Knol's question, Mr. Hill said the Ministry had a paper which clarifies that a student should receive remediation in whatever language is appropriate. However, giftedness is another matter and the Ministry's stance is difficult to decipher.

Mrs. Bishop pointed out to Mrs. Warren that there will be a public meeting held regarding French Immersion Transportation, but it is not a Special Education issue.

In response to Dr. Toby's enquiry, Mr. Hill explained that a gifted French Immersion self-contained class has not been discussed at the Blue Ribbon Committee. Statistics show there are not enough youngsters at the end of Grade 3 to operate such a program and the Umbrella committee decided not to make it an option. Mrs. Bishop added that LRT's and GLRT's are used to enrich program for students. Mr. Hill said this subject will continue to evolve and there had been excellent co-operation within the Special Education department.

Ms. Knol asked if French Immersion classes were accessible to the physically handicapped. Mr. Hill felt the most accessible French Immersion school would be used under the circumstances. There is one girl at G. R. Allan who has a physical disability, but she is mobile.

Following further discussion, Mrs. Bishop thanked Mr. Hill and Monique Martel for their presentation.

2. Transportation Update

Mr. Yurkiw provided copies of information given to parents whose children are transported and a letter from Laidlaw Transportation regarding vehicle inspections. He noted the Transportation Department is open 8:00 a.m. to 5:00 p.m. and there is an answering machine at 521-2528 so that concerns or requests can be made at any time. A Bus Driver's Manual was circulated for the interest of the members.
Discussion ensued regarding remuneration for transportation breakdowns and Mr. Yurkiw pointed out that getting transportation and drivers is difficult. The Board cannot use only one taxi company as that would be viewed as a monopoly. Mr. Kunc added that it was important to keep positive co-operation between the Board and transportation companies, and holding funds for breakdowns could cause animosity.

3. Home Care

Mrs. Mazza distributed information regarding the Hamilton-Wentworth Home Care School Health Support Services Program. The Home Care program was originally set up to provide health care services to people in their home to enable them to leave the hospital setting earlier. Currently their caseload numbers 3,500. Approximately 4 years ago, the Home Care School Health Support program evolved to offer support services to students in the school setting.

Mrs. Mazza included in her package information that is distributed to Principals regarding the School Health Support Services Program. She emphasized the co-operation received from R. Adams and P. Beveridge of this Board and noted this program is viewed as a model for School Support Services. Parental permission is required to access medical history information and this support is provided during the school year.

Some discussion followed regarding:
a) the kinds of services provided to students in school (suctioning, tube feeding, etc.)
b) the issue of what specific area is to be handled by Speech Pathologists versus the Home Care program

Several members expressed surprise that the Home Care program provides support services to learning disabled children. Many were unaware these services are available.

Mrs. Mazza further explained that the Home Care School Program mandate is currently under review.

Mrs. Bishop thanked Mrs. Mazza for her presentation.

4. Assistant Superintendent's Report

All Terrain Vehicle: Mr. Yurkiw stated that the Company in Burlington that manufactures the ATV has gone out of business. Further inquiries will be made to ascertain if this vehicle is manufactured elsewhere.

Fire Drill: Mr. Yurkiw stated excellent input had been received from the Home Care Program and the Hamilton Teachers' Federation and some changes have been made. He hopes to have a final draft in March to share with the committee.

LRT: A request was brought to the Board for an additional .5 LRT at Dalewood. A report has been made to the Superintendents of Schools identifying needs in dealing with resource teachers, integrated classes, Individual Pupil Plans, and self-contained versus integrated classes. A review committee of principals is being established to deal with the staffing formula for learning resource teachers. There are two other committees looking at resource teachers - HTF (review role) and the Secondary School Committee (role at vocational and secondary school).

Integration: Mr. Yurkiw circulated a copy of the results of a National Think-Tank on Learning Disabilities. He emphasized the Board does not have a policy of integration only, but a policy which includes a spectrum of resources with thrusts regarding special education and vocational/composite schools. He reviewed the contents with members, then reminded members of the petition circulated last month and the York Board of Education's stand on integration.

May - Hearing Month: Schools are being contacted for ideas for a poster contest. Also consideration is being given to opening Queensdale and Hampton Heights to the public.

Mrs. Oommen commented that the Think Tank report does not talk about children returning to the mainstream or reducing the amount of self-contained class time, and she felt it should be included. Mr. Yurkiw felt this was provided to the student as they move from the self-contained class to partial integration, to full integration in neighbourhood schools.

As it was 9:30 p.m., Mrs. Bishop asked the wishes of the members regarding the adjournment of this meeting.

Moved by Mrs. Mazza:

That we table Item 5 under General and Item 1 under New Business.

CARRIED.

The meeting was then adjourned.

Read and confirmed,

....

Chairman

cv

G. RECOMMENDATIONS

The Review and Analysis Committee to Study the Closure of Vincent Massey School recommends that:

1. Vincent Massey School be closed effective June 1990.

2. The specific location(s) be determined no later than May 1989, and renovations be complete by June 1990.

3. The program be relocated in a Secondary School setting.

4. The program be relocated such that the personal dignity comfort level and self worth of each student is preserved through the provision of adequate and appropriate facilities.

5. The program be relocated in a cluster in one or two settings.

6. Program/Curriculum for students in the Senior Classes be reviewed through the Curriculum and Special Services Department.

7. The position of Principal be retained for staff supervision and program evaluation.

8. The position of secretary be retained.

9. The Board explore with Community and Social Services alternatives for the over 21 population and possible utilization of Vincent Massey.

FRENCH IMMERSION IN HAMILTON

FRENCH
IMMERSION
FRANÇAISE
HAMILTON

THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

LANGUAGES DEPARTMENT

The Board of Education for the City of Hamilton

100 Main Street West

L8N 3L1

tel.: (416) 527-5092

John C. Hill	Co-ordinator (Languages) Ext. 336
Monique Martel	Consultant (French Immersion) Ext. 337

PROGRAM DEFINITION

An "Early French Immersion Program" means that all classroom instruction in senior Kindergarten and grade 1 is given in French. In grade 2 some English is introduced and in subsequent grades the percentage of time devoted to English instruction is increased.

RATIONALE FOR OFFERING AN EARLY FRENCH IMMERSION PROGRAM

- An increasing number of parents throughout Ontario wish their children to be able to communicate easily in both of Canada's official languages.
- There is a growing importance of French in the Canadian professional and business world. A successful career may depend on a candidate's ability to communicate in English and French.
- It has been demonstrated that a French Immersion program begun in kindergarten does lead English-speaking children to an ability to communicate freely in French. Successful programs are in operation from coast to coast.

GOALS OF THE FRENCH IMMERSION PROGRAM

- to realize the educational goals set forth by the Hamilton Board of Education and the Ontario Ministry of Education;
- to provide students with the best opportunity to develop basic skills and to develop an ability in French that permits them:

  (1) to communicate easily with French-speaking people,

  (2) to continue their educational and professional development in French or in English,

  (3) to find a job that requires French, English or a combination of of two languages.

PROGRAM ORGANIZATION

Senior Kindergarten	French 100%	classroom instruction
Grade 1	French 100%	
Grade 2	French 90%, English 10%	
Grade 3	French 80%, English 20%	
Grade 4	French 70%, English 30%	
Grade 5	French 60%, English 40%	
Grades 6, 7, 8	French 50%, English 50%	
Grades 9, 10, 11, 12/OAC	French 40%, English 60%	

- The curriculum for subjects taught in French is the same as in the regular English program;

- French Immersion teachers are native French speakers or speak French as fluently and naturally as native French speakers;

- In grades 2-5 all subjects are taught in French except Music, itinerant Physical Education and English Language Arts;

- Subjects taught in French in middle and secondary school

grade 6	grade 7	grade 8	grade 9
Français	Français	Français	Français (FIFIA)
Mathématiques	Mathématiques	Mathématiques	Histoire
Histoire	Histoire	Géographie	Sciences
Géographie	Sciences	Sciences	

grade 10	grade 11	grade 12/OAC
Français (FIF2A)	Français (FIF3A)	Société
Mathématiques	Rédaction (FIW3A)	Français (FIFOA)
Géographie	Arts dramatiques	Français (FIGOA)

CERTIFICATE OF FRENCH IMMERSION

The Certificate of French Immersion will be awarded to students who satisfy the following two requirements:

- successful completion of Hamilton's Early French Immersion Program at the elementary level or its equivalent;

- successful completion of the required number of secondary school French Immersion credits in the intermediate and senior divisions.

QUESTIONS FREQUENTLY ASKED

Should my child be in French Immersion?	Remember that the French Immersion program is designed for English-speaking children. Children who express themselves well and are secure in their first language will likely do well in Immersion.
Will my child's English language skills suffer in an Immersion Program?	Remember that your child already understands English and communicates in English outside the classroom. English vocabulary and speech patterns will continue to develop at a normal pace. Most skills and knowledge acquired in the French classroom transfer readily to English. However, English spelling is not part of the Immersion program until grade 2. There is naturally a 'lag' in this skill until the end of grade 4 for some students.
Since I do not understand much French myself, how will I know how to interpret the work my child brings home from school?	All communications to parents are in English. The curriculum in the French Immersion program is the same as in the regular program. Maintain good school-home communications. Consult the teacher whenever you have concerns and accept parent-teacher interviews whenever they are offered.

What are the parent's responsibilities?

Parents must willingly accept that by enrolling their children in the French Immersion program they might face certain inconveniences, e.g. the transportation of their child to and from school.

Parents who enrol their child in the program should remember that they are making a long-term commitment.

Since pressure on the child to speak French is avoided within the classroom, parents must be cautioned not to exert pressure on the child to 'perform' at home. Parents must accept that the children function quite naturally in the two linguistic worlds. The children accept that their classroom experience is French, and that the rest of their life at home with their family or with their friends is English.

It is important that parents maintain at home a lively interest in and a positive attitude towards the program.

* * *

NOTE: The following locations and grades are for the school year September, 1989, to June, 1990.

LOWER CITY

WEST OF JAMES STREET

Earl Kitchener School (K-5)
300 Dundurn Street South
(tel. 528-0223)

G.R. Allan School (K-5)
900 King Street West
(tel. 522-0601)

Ryerson School (6-8)
222 Robinson Street
(tel. 528-7975)

Westdale S.S. (9-OAC)
700 Main Street West
(tel. 522-1387)

EAST OF JAMES STREET

A.M. Cunningham School (K-5)
100 Wexford Avenue South
(tel. 544-7771)

Glen Brae School (6-7)
50 Secord Drive
(tel. 560-6732)

Glen Echo School (K-3)
140 Glen Echo Drive
(tel. 560-6630)

Sanford Avenue School (K-3)
149 Sanford Avenue
(tel. 528-8526)

UPPER CITY

WEST-CENTRAL MOUNTAIN

Norwood Park School (K-8)
165 Terrace Drive
(tel. 575-9808)

EAST MOUNTAIN

Peace Memorial (K-5)
75 East 36th Street
(tel. 387-5165)

* * *

French Immersion and Special Education

Prepared and submitted by: 1989 02 15

John Hill, Co-ordinator (Languages)
Monique Martel, Consultant (French Immersion)

The following pages provide a summary of the special education support currently provided by the Hamilton Board of Education to students within the French Immersion Program.

I Description of Program

Please refer to the green brochure "French Immersion in Hamilton" which is attached.

II Historical Background

September, 1975	→	September, 1988
1 school		10 schools
2 SK classes		12 SK classes
SK enrolment = 50 students		SK enrolment = 241 students
		total enrolment = 1,551 students (SK ----> grade 12/OAC)

III Role of the French Immersion Consultant re. Special Education

- attends DART meetings, as requested;
- assists French Immersion teachers in making program modifications in keeping with the recommendations from the DART meetings;
- withdraws small groups of identified (gifted) French Immersion students in Grades 4 & 5 on a cyclical basis for enrichment activities;
- organizes 3 'cluster group' activities per year for identified (gifted) French Immersion students in Grades 4 & 5 citywide;
- works closely with GLRTs in making French-language adaptations of primary 'gifted' units of study, as appropriate.

IV School Summary (pages 2 - 4)

Name of Scho	Special Education Staff	Current Strategies for Special Education Support to French Immersion Students	Notes
A.M. Cunningham (S.K.-Grade 5)	. LRT (1.0)	. During English instructional time 2 French Immersion teachers work under the supervision of the LRT to provide remediation or enrichment to individual students. . During English instructional time 1 French Immersion teacher, working under the supervision of the LRT, provides enrichment activities to small group of identified (gifted) French Immersion students.	. DART meetings
Earl Kitchener (SK-Grade 5)	. Bilingual LRT (1.0)	. LRT monitors students and provides individual remediation in French and/or in English as required. . During English instructional time French Immersion teachers work under the supervision of the LRT to provide remediation or enrichment to individual students. . Volunteers and co-op students work under the supervision of the LRT and the classroom teacher in French and/or in English.	. DART meetings
Glen Echo (SK-Grade 2)	. Bilingual LRT (.5) starting Feb. 20, 1989 . Itinerant GLRT	. LRT will monitor students and provide individual remediation in French and/or in English as required. . GLRT provides enrichment activities to Grade 2 French Immersion students in English (during Core English period).	. DART meetings
G.R. Allan (SK-Grade 4)	. LRT (1.0)	. During English instructional time 2 French Immersion teachers work under the supervision of the LRT to provide remediation or enrichment to individual students. . Volunteers work under the supervision of the LRT and the classroom teacher in French and/or in English. . During English instructional time 1 French Immersion teacher provides enrichment activities to small groups of identified (gifted) French Immersion students in Grade 4.	. DART meetings . 8 former French Immersion students in the self-contained Gifted Program receive enhanced Core French instruction utilizing an educational assistant.

Name of School	Special Education Staff	Current Strategies for Special Education Support to French Immersion Students	Notes
Norwood Park (SK-Grade 6)	. Bilingual LRT (.7)	. LRT monitors students and provides individual remediation or enrichment in French and/or in English as required. . LRT withdraws identified (gifted) French Immersion students on a cyclical basis and provides enrichment activities. . Volunteers and co-op students work under the supervision of the LRT and the classroom teacher in French and/or in English as required.	. DART meetings
Peace Memorial (SK-Grade 4)	. Bilingual LRT (.3)	. LRT monitors students and provides individual remediation or enrichment in French and/or in English as required.	. DART meetings
Sanford Avenue (SK-Grade 2)	. LRT (.5)	. LRT monitors students and together with the French Immersion teachers provides individual remediation or enrichment as required.	. DART meetings

Name of School	Special Education Staff	Current Strategies for Special Education Support to French Immersion Students	Notes
Glen Brae (Grade 6)	. LRT (1.0 as of Feb. 3, 1989)	. LRT monitors students and together with the French Immersion teacher provides individual remediation or enrichment as required.	. DART meetings
Ryerson (Grades 6, 7, 8)	. LRT (1.0)	. LRT monitors students and together with the French Immersion teachers provides individual remediation or enrichment as required.	. DART meetings
Cardinal Heights (Grades 7, 8)	. Bilingual LRT (.8)	. LRT monitors students and provides individual remediation in French and/or in English as required. . LRT assists the French Immersion teacher with program modification (enrichment).	. DART meetings
Westdale S.S. (Grades 9-12/OAC)	. LRT (1.5) . GLRT (1.0 equivalent; 3 different staff members are involved)	. LRTs and GLRTs monitor students deemed exceptional.	. DART meetings

February 1989 S.E.A.C. Report:

Joseph M. Yurkiw
Assistant Superintendent
Special & Educational Services

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1) **All Terrain Vehicle**

2) **Fire Drill**

3) **L.R.T. - Staffing Formula Review**

4) **Safety - Transportation**

5) **Integration - What does it mean?**

1989-02-03
To: chairman of SEAC
Joe Yurkiw ✓
Bob Adams
You may find this recent release very interesting —
P.D.

any to the
office of the
Director
BM.

NATIONAL THINK-TANK ON LEARNING DISABILITIES
REAFFIRMS NECESSITY OF LABELLING AND SPECIAL PROGRAMS

A Think-Tank sponsored by the Learning Disabilities Association of Canada (LDAC) has reaffirmed the necessity of early labelling of persons who have learning disabilities and the benefits derived from streaming these individuals into special educational programs.

The Think-Tank, held recently in Ottawa, brought together experts in the fields of psychology, social work, medicine, law and education. The participants, after confirming that learning disabilities are a complex group of distinct disorders caused by the dysfunctioning of the central nervous system, examined the issues of assessing, labelling and educating those individuals who have learning disabilities.

The Think-Tank participants unanimously reaffirmed that the identification and labelling of those with learning disabilities is beneficial and essential. Labelling assists in providing services, focusses research efforts, clarifies the nature of the problem for the afflicted person and enhances an understanding of these individuals and their self-esteem. Labelling facilitates the allocation of resources for the assessment of these people and for meeting their educational needs.

The Learning Disabilities Association of Ontario, and its 52 local chapters throughout the Province, strongly support the concept of individualized programming, delivered in the most enabling environment according to the individual's specific needs. This must include the availability of special education classes as well as other service delivery options, as outlined in Provincial legislation.

"Contrary to the so-called general education initiative, which advocates total integration or mainstreaming as the least restrictive educational environment, this Association supports the availability of choices for persons with learning disabilities. Special and appropriate education enables these exceptional children to reach their potential," said Eva Nichols, Executive Director of the Learning Disabilities Association of Ontario.

Those needs can best be determined, concluded the Think-Tank participants, on the basis of a comprehensive assessment. They urged strongly that assessment services be provided for all persons suspected of having a learning disability.

"Contrary to the General Education Initiative, which advocates complete mainstreaming of persons in educational programs, we strongly support the concept of tailoring programs for those with learning disabilities according to their specific needs," said Max Batten, President of the Learning Disabilities Association of Canada.

Those needs can best be determined, concluded the Think-Tank participants, on the basis of a comprehensive assessment. They urged strongly that assessment services be provided for all persons suspected of having a learning disability.

Participants in the Think-Tank were:

Doreen Kronick, M.A., Professor, Author, Founding President (Willowdale, ON)

Margie Golick, Ph.D., Psychologist, Clinical Assessment (Montreal, PQ)

Carol Crealock, Ph.D., Professor, Researcher (London, ON)

Wendy Roberts, M.D., FRCP(C), Paediatrician (Toronto, ON)

Byron Rourke, Ph.D., Neuropsychologist (Windsor, ON)

Kathleen Kufeldt, Ph.D., Professor, Social Work (Calgary, AB)

Yude Henteleff, Q.C., LDAC Hon. Solicitor (Winnipeg, MB)

Cathy Smith, M.A., Guidance Counsellor (Oakville, ON)

Barbara McElgunn, R.N., Health Liaison Officer, LDAC (West Hill, ON)

Wayne MacDonald, Ph.D., Neuropsychologist (Halifax, NS)

Linda Siegel, Ph.D., Professor of Education (Toronto, ON)

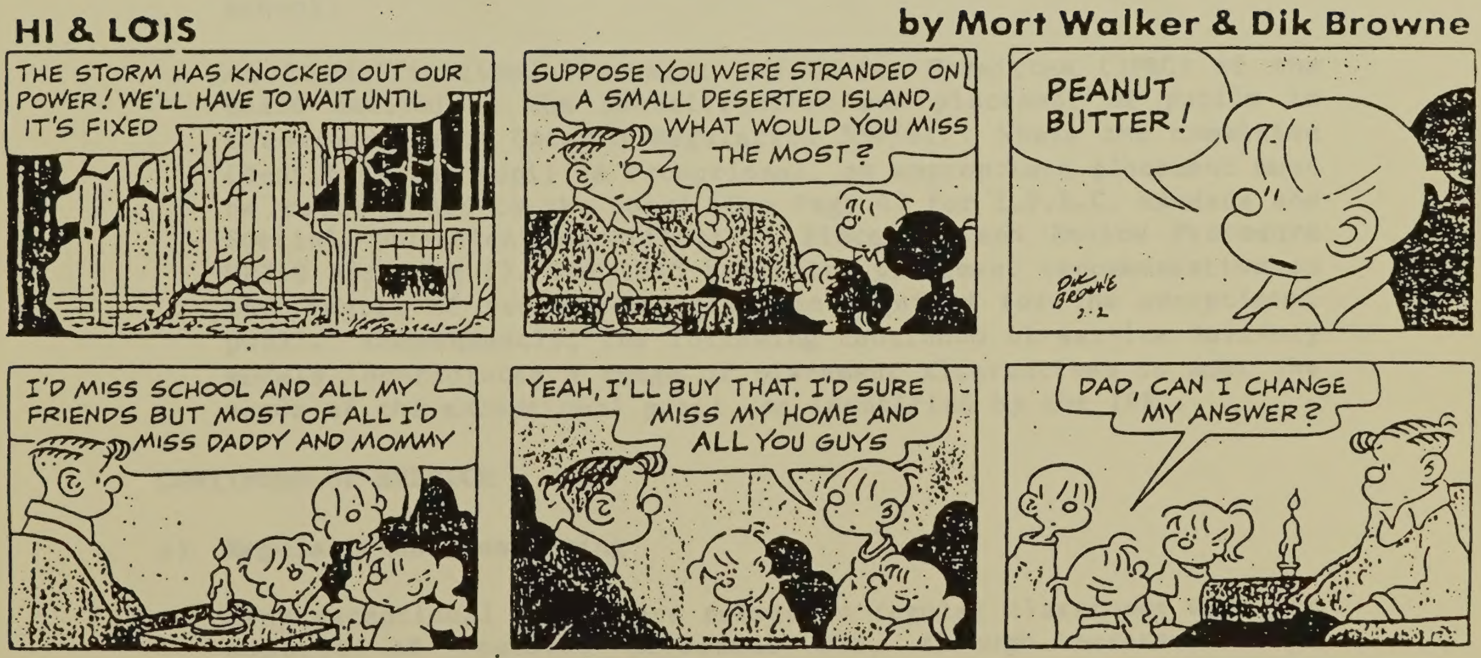
William Mahoney, M.D., FRCP(C), Paediatrician (Hamilton, ON)

John McLeod, Ph.D., Professor of Education (Saskatoon, SK)

FROM:	The Learning Disabilities Association of Ontario 1901 Yonge Street, Suite 304 Toronto, Ontario M4S 1Y6 (416) 487-4106
CONTACT:	Joan Schiff Public Relations Coordinator
REFERENCE:	Nicole Dufort Burson-Marsteller (416) 964-8300

FOR IMMEDIATE RELEASE

INTEGRATION


HI & LOIS
by Mort Walker & Dik Browne
THE STORM HAS KNOCKED OUT OUR POWER! WE'LL HAVE TO WAIT UNTIL IT'S FIXED
SUPPOSE YOU WERE STRANDED ON A SMALL DESERTED ISLAND, WHAT WOULD YOU MISS THE MOST?
PEANUT BUTTER!
DIK BROWNE 7-2
I'D MISS SCHOOL AND ALL MY FRIENDS BUT MOST OF ALL I'D MISS DADDY AND MOMMY
YEAH, I'LL BUY THAT. I'D SURE MISS MY HOME AND ALL YOU GUYS
DAD, CAN I CHANGE MY ANSWER?

John Laughlin

Georgia Young

The York Region Board of Education

The York Region Board of Education recognizes that a wide spectrum of educational opportunities is required to meet the needs of exceptional pupils within its jurisdiction. Thus a variety of special education programs is established to meet identified pupil needs. These programs provide opportunities which promote optimal learning conditions and allow pupils to maximize their potential in the most enabling environment. As outlined in the support document, Special Education Program Planning, a Special Education Program Plan (SEPP) is developed, recorded and implemented by the appropriate special education staff in consultation with parents subsequent to the identification and placement of an exceptional pupil. The program plan is shared with the parents and a copy given to them upon request. The SEPP is regularly updated and modified to meet the pupil's needs, and indicates long range goals, current performance levels, objectives, skill areas, strategies/resources, integration opportunities and evaluation procedures pertaining to the exceptional pupil.

The Board views education as a shared responsibility. This responsibility is shared primarily by the principal, the teacher(s), the parents, the pupil and the Board. As pupils mature, it is expected that they will become increasingly accountable for their own learning. Success in helping the pupil to achieve greater independence is facilitated when ongoing communication and close co-operation exists between home and school.

An Identification, Placement and Review Committee (IPRC) of the Board determines the identification and placement of pupils in accordance with Ontario Regulation 554/81. Where the committee identifies the pupil as exceptional, an appropriate placement must be recommended to the Board (See Page 43 for I.P.R.C. mandate and Special Education Identification Placement and Review Procedure NP360 Appendix I). The IPRC bases its placement recommendation on the degree of program modification required for the exceptional pupil. Consequently, the following continuum of service delivery models incorporates a range of placement alternatives to meet the needs of the exceptional pupil, as identified by the IPRC.

CONTINUUM OF SERVICE

a) Regular Class/Monitoring

Many exceptional pupils are served in regular classrooms with the support of resource personnel who, through assessment and consultation, help the regular classroom teacher modify the existing curriculum to develop a special education program plan as required by the legislation. The program modifications are implemented and continuously assessed by the classroom teacher, and evaluated in consultation with the Diagnostic and Resource Teacher (DART) and/or other special education personnel responsible for the development and review of the program plan. Through this process of continuous assessment and consultation, the DART monitors the pupil's progress, and recommends program adjustments as appropriate. Opportunities for parent-teacher consultation are offered on a regular basis.

b) Resource and/or Withdrawal

Where a greater degree of program modification is required, some exceptional pupils receive resource support for up to fifty percent of the school day. This support is provided by special education personnel in the regular class setting and/or on a withdrawal basis to provide more intensive programming to individuals or small groups. While the major programming responsibility remains with the regular classroom teacher, the special education personnel assist the regular classroom teacher by developing, implementing and evaluating the special education portion of the program. Ongoing consultation among the teachers, parents and the pupil is integral to the success of this service delivery model.

c) Self-Contained Class

For some pupils, the program modifications required are so extensive that self-contained classes are established to provide individual or small group assistance for more than fifty percent of the school day. These classes are organized according to identified needs and may serve pupils from several schools. Pupils in self-contained classes are integrated as appropriate to facilitate achievement of their program goals. The responsibility for the development, implementation and review of the special education program plan rests with the special class teacher, in consultation with other teachers and support personnel involved in the pupil's program. Once again, ongoing consultation among the teachers, parents and the pupil is integral to the success of this placement alternative.

d) Section 16 Facilities

For a few pupils with complex needs, government approved care and treatment facilities have been established to focus primarily on therapeutic or security needs. In these situations, the Board enters into an agreement with the facility and allocates teachers to provide the required educational component. Staffs within these facilities work on a collaborative, multi-disciplinary team either within a facility or in a school classroom leased to the facility. Pupils are admitted to the care and treatment program by the admissions board of the facility. With the exception of placement by the courts, entry to the educational program within the facility is determined by an IPRC of the York Region Board.

e) Provincial School Placement

For a few exceptional pupils, who meet the admission criteria of the school, the Board provides transportation to provincial schools operated by the Ministry of Education. Examples of some of these facilities are: The W. Ross McDonald School (for blind pupils), The E.C. Drury School (for deaf pupils), The Trillium School and Sagonaska School (for learning disabled and aphasic pupils). In most cases, these specialized settings are residential.

Integration

Each pupil should be educated in the most enabling environment. This concept recognizes that exceptional pupils have a wide spectrum of needs and require access to a variety of learning environments. Integration is a strategy which allows the teacher the opportunity to provide these environments in response to the needs of the exceptional pupil and is viewed as follows:

- Physical integration occurs when pupils, regardless of their exceptionality, are placed in self-contained classes in regular schools.
- Social integration occurs when pupils placed in self-contained classes are integrated with pupils from mainstream classes or other special classes for activities such as opening exercises, lunch hour, recess, assemblies and other activities that enhance the social development of all pupils.
- Academic integration occurs when pupils placed in self-contained classes are integrated with age appropriate pupils from mainstream classes for some part of their academic program. Academic integration may include team teaching on the part of the regular and special education teachers involved.
- Community integration occurs when pupils are involved in functional programming activities in natural environments, and when adolescents and young adults are involved in work experience and co-operative education.

The type and amount of integration for an exceptional pupil, is determined by the following factors:

- the positive benefits for all pupils involved;
- the degree of program modification required for success;
- the availability of instructional, human, and physical resources to respond to program modification needs.

All exceptional pupils will benefit from some measure of integration as referenced above. Decisions regarding integration are made by the principal in consultation with staff and parents.

LAIDLAW

LAIDLAW TRANSIT LTD.

50 COVINGTON STREET, STONEY CREEK, ONTARIO L8E 2Y5 (416) 560-5101

Miss Susan Wilson
Supervisor of Transportation
The Board of Education for the
City of Hamilton
100 Main Street W.
P.O. Box 558
Hamilton, Ontario L8N 3L1

October 3, 1988

Dear Sue:

Further to your discussion with Dave Page and your letter of September 21, 1988 I would like to report my findings in this matter.

With respect to Sherwood Secondary there were two delays on September 14th and 20th as a result of a faulty ramp switch. This has been corrected. There was also a delay on September 19th as a result of a routine spot inspection by an M.T.C. inspector which interfered with the driver's departure time.

There were two delays at Prince Phillip School: 1. September 7th with a jammed ramp and 2. September 20th with an alternator problem. These have also been corrected.

We do have a very comprehensive preventative maintenance program in this division which is standard throughout Laidlaw Transit Ltd. All vehicles are checked thoroughly as per our inspection sheet (copy enclosed) at least once every three months. This co-incides with a six month inspection and twelve month brake inspection required by law.

I feel confident that our maintenance safety standards are as good as any in the industry and would like to assure you that although we cannot always anticipate mechanical faults of the nature which occurred, we do our utmost to prevent such.

Yours truly,

Alan Norton
Area Manager

/sr

RECEIVED
TRANSPORTATION
OCT 6 1988
Ans'd

The Board of Education for the City of Hamilton

OFFICE OF THE
BUSINESS ADMINISTRATOR/TREASURER

100 MAIN STREET WEST
HAMILTON, ONT.

TELEPHONE (416) 527-5092

MAILING ADDRESS
P.O. BOX 558
HAMILTON, ONT
L8N 3L1

August, 1988

Dear Parent or Guardian:

Re: School Transportation 1988-89

Your child has been assigned transportation as outlined in the attached sheet. This is your child's carrier. Please retain this number for future reference.

The enclosed information form is to be completed and returned to the address on the letterhead. Please return all copies.

Please refer to the enclosed information sheets and retain for future reference.

The Transportation Department will be open daily from 8:00 a.m. to 5:00 p.m. At other times, there is an answering machine for messages. The direct line is 521-2528.

Every effort will be made to ensure your child receives a safe, pleasurable trip, however; if you have concerns or complaints, do not hesitate to telephone.

Sincerely,

Susan Wilson

Susan Wilson
Supervisor of Transportation

SW/bc

enclosures

GENERAL INFORMATION FOR STUDENTS RECEIVING TRANSPORTATION

1. Your child must be ready at the appointed time and place - drivers are not required to wait more than five minutes.

2. If your child misses the transportation, it is your responsibility to get him/her to school. There are no recalls.

3. Young children and children with physical or mental limitations must be met by an adult. The parent may also be required to provide assistance when the child enters or leaves the vehicle.

4. Your child will be transported with other children and we therefore request you discuss with your child the need to demonstrate acceptable behaviour.

5. If for any reason your child does not require the transporation for a day or longer, please contact the carrier. If you do not cancel the service, the Board is liable to pay for the trip.

6. Alternative addresses for pick up and/or return are discouraged. Your child is on a scheduled trip from the home address to school and any deviation creates additional costs.

7. The Board is not responsible to take your child to appointments with the doctor or dentist.

8. Address and telephone changes are to be reported immediately to this office. The carrier or driver is not authorized to accept changes from the parent, child or school.

9. Please ensure your child uses a seat belt.

10. In the event of a snowstorm, please listen to radio station CHML, CHAM or CKOC regarding school closure.

September, 1988

HOME CARE

HAMILTON-WENTWORTH HOME CARE PROGRAM

414 Victoria Avenue North, Hamilton, Ontario L8L 5G8 • 523-8600

SCHOOL HEALTH SUPPORT

SERVICES PROGRAM

VON

Administered by the
Victorian Order of Nurses
Hamilton-Wentworth Branch

Funded by the
Ontario
Ministry of Health

Ontario

HAMILTON-WENTWORTH HOME CARE PROGRAM

SCHOOL HEALTH SUPPORT SERVICES PROGRAM

PURPOSE OF THE PROGRAM

The amendment of Ontario Regulation 452, under the Health Insurance Act expands the mandate of the Ontario Home Care Program to allow local programs to provide health care services to students with special need for health treatment services. This expanded mandate is designed to permit Home Care Programs to provide services to students who otherwise would be unable to attend school. Such students may be receiving services and assistance from one or more government programs. It is not intended that School Health Support Services will replace the services already being provided to these students. The purpose of the program is to fill in the gaps, in the continuum of services, which may interfere significantly with the student's pursuit of education in the school setting and afford such students an opportunity to enjoy the tremendous educational and social benefits of attending school with their peers.

At the request of the school Principal, Home Care Programs may also provide training, supervison and consultation regarding the needs of a specific student, to school personnel hired by the schoolboard or may provide such services to groups of school personnel as a part of an inservice education program for such personnel.

THE HOME CARE CASE MANAGER

The Home Care Case Manager is a Health Care Professional employed by the Home Care Program who ensures that those students who are eligible for the program receive the appropriate services.

AN OUTLNE OF THE HOME CARE CASE MANAGER'S RESPONSIBLITIES

- to assess referred students for eligibility for admission to the program
- to assist ineligible students in finding alternative sources of care
- to provide coordination of delivery of multidisciplinary services to students admitted to the program
- to monitor the provision of health care services to students and to reassess patients, on the caseload, for continuing eligibility
- to interpret the program to students, to health care providers in institutional and community health care and to the public

SERVICES PROVIDED IN THE SCHOOL

1. Nursing
2. Occupational Therapy
3. Physiotherapy
4. Speech Therapy
5. Nutritional Counselling

AGENCIES PROVIDING SERVICE

1. Victorian Order of Nurses
2. St. Elizabeth Visiting Nursing Association
3. Chedoke-McMaster Hospitals - Chedoke Division, Child and Family Centre
   - McMaster Division, Occupational Therapy Department
4. Hamilton-Wentworth Home Care Program, Staff Therapists

.../2

SERVICE DESCRIPTIONS

1. Nursing

Provision of necessary nursing services in the school setting as well as consultation to school personnel hired by school board.

Example of Procedures:
- catheterization
- injection of medication
- manual expression of bladder
- postural drainage and suctioning
- tube feedings
- changing of bags or dressings
- other procedures necessary to allow the child to remain in the school setting

Where possible students will be taught to carry out their own procedures and may only require subsequent supervision.

2. Occupational Therapy

Occupational therapy provides assessments, treatment and consultation services to assist in the development of the child's functional abilities in his daily life tasks, or daily occupations. These tasks include play/leisure, learning and self-care; at school, home and in the community. A child's performance of these tasks may be affected by a physical, developmental, sensory-motor, learning and/or behavioural disorder. The occupational therapist assesses and if necessary plans a treatment program to improve the skills necessary to maximize the child's abilities in play/leisure, learning and self-care tasks.

Occupational Therapy Role

Provides assessment, treatment and consultation in the following areas:

- gross motor skills
- fine motor skills
- sensory - motor skills
- perceptual/conceptual skills
- life skills
- activities of daily living (i.e., dressing, eating, toileting, etc.)
- social/emotional and behaviour skills
- assistive/adaptive devices
- seating and positioning
- environmental accessibility

Consultation services:

- inservices and education for school staff and students
- assistance in curriculum development
- recommendations regarding resource materials
- architectural accessibility

.../3

3. Physiotherapy

A physiotherapist provides assessment, treatment and consultation for children with movement disorders and/or respiratory dysfunction with the goal of assisting the child to achieve functional use of his/her maximum physical potential.

Physiotherapy Role

Provision of assessment treatment and consultation in the areas of:

- gross motor skills
- postural control
- joint mobility
- muscle strength
- cardio-vascular fitness
- respiratory function/drainage
- use of mobility and positioning aids
- physical management and handling of the child
- modification of physical education programs and physical environment as necessary

Consultation Services:

Inservices or educational sessions can be provided for staff and students when necessary related to specific disabilities on the above areas.

4. Speech Pathology Services

Home Care employs and contracts Speech/Language Pathologists to provide assessment, direct intervention and consultation for children with certain types of communication disorders. Each School Board in the Hamilton-Wentworth Region employs its own Speech/Language Pathologists. Guidelines for the provision of services have been established which outline the types of communication disorders which are the primary responsibility of the Home Care and of the School Board Speech/Language Pathologists. The School Board Speech/Language Pathologist must be involved in referring a child for Home Care Speech Pathology services and can explain whether or not a child is an appropriate referral to Home Care.

When involved with a child, the Speech/Language Pathologist will provide consultation to the classroom teacher, special education staff and the parents.

5. Nutrition Counselling

Provision of nutrition counselling to certain students with specific medically related nutritional problems. A referral may be for:

- assessment
- direct therapy including liaison with student, family and/or school personnel
- consultation to school staff and family

/ct May 6, 1987

HAMILTON-WENTWORTH HOME CARE PROGRAM

SCHOOL HEALTH SUPPORT SERVICES PROGRAM
REFERRAL PROCEDURE

REFERRAL SOURCE

- HEALTH NEEDS NOTED BY SCHOOL, HOME, PHYSICIAN OR COMMUNITY AGENCY

PRINCIPAL

- EXPLAINS PROGRAM TO PARENTS/GUARDIANS
- COMPLETES APPLICATION FOR SCHOOL HEALTH SUPPORT SERVICES PART I
- PARENT SIGNS PART I CONSENTING TO RELEASE OF INFORMATION AND TO ELIGIBILITY ASSESSMENT
- DISTRIBUTES PART I TO HOME CARE, PARENTS, BOARD OF EDUCATION

FOR WENTWORTH BOARD OF EDUCATION ONLY

- PRINCIPAL FORWARDS PART I TO PROGRAM SERVICES (ASSIGNED STAFF)
- PROGRAM SERVICES CONTACTS HOME CARE CASE MANAGER AND FORWARDS HOME CARE COPY OF PART I

HOME CARE CASE MANAGER

- CONTACTS PARENTS
- CONTACTS INVOLVED PROFESSIONALS
- ARRANGES REQUIRED ASSESSMENTS
- SENDS MEDICAL REFERRAL
- DETERMINES NEEDS
- DEVELOPS PLAN OF CARE PROPOSAL
- CONVENES MULTIDISCIPLINARY CONFERENCE

MULITDISCIPLINARY CONFERENCE

- (HOME CARE CASE MANAGER, PARENT, PRINCIPAL, STUDENT SERVICES CASEWORKER AND INVOLVED PROFESSIONALS)
- REVIEW PLAN OF CARE PROPOSAL
- COMPLETE REQUEST FOR SCHOOL HEALTH SUPPORT SERVICES, PART II
- DISTRIBUTE ACCORDINGLY

HOME CARE CASE MANAGER INITIATES SERVICE

SERVICE PROVIDER

- FORWARDS TO HOME CARE CASE MANAGER WRITTEN INITIAL ASSESSMENT
- NOTIFIES HOME CARE CASE MANAGER OF DATE OF FIRST VISIT, FREQUENCY OF VISITS AND CHANGES IN PLAN OF CARE
- PROVIDES WRITTEN REPORT ONCE PER SEMESTER AND ON DISCHARGE FROM PROGRAM

REVIEW CONFERENCE

- (HOME CARE CASE MANAGER, PARENT, PRINCIPAL, STUDENT SERVICES CASEWORKER AND INVOLVED PROFESSIONALS)
- COMPLETE REQUEST FOR SCHOOL HEALTH SUPPORT SERVICES, PART II
- SERVICE TERMINATED AT END OF SCHOOL YEAR
- REVIEW SERVICE NEED FOR SEPTEMBER, IF 'YES', COMPLETE REQUEST FOR SCHOOL HEALTH SUPPORT SERVICES, PART II
- HOME CARE CASE MANAGER INITIATES SERVICE IN SEPTEMBER AND GATHERS APPROPRIATE DOCUMENTATION
  IF 'NO', SERVICE TERMINATED

/smg
April 10/87

Administered by the
Victorian Order of Nurses
Hamilton-Wentworth Branch

Funded by the
Ontario
Ministry of Health

HAMILTON-WENTWORTH HOME CARE PROGRAM

414 Victoria Avenue North, Hamilton, Ontario L8L 5G8 • 523-8600

Lois Walton, Director

Home Care is a basic and integral part of health care services. Patients can receive a variety of health care which, when coordinated, service their individual needs and allow them to be cared for at home, often precluding the need for hospitalization. Home Care services may make earlier discharge from hospital possible. Home Care is an alternative for patients requiring rehabilitation or creative chronic caring.

An experienced Home Care Team makes it possible to choose to die at home.

A patient's eligibility is determined by Home Care staff using the following guidelines:

- have OHIP coverage
- be under active medical supervision
- have a condition that can be treated adequately at home with the service available through the Home Care Program
- have needs that cannot be met on an out-patient basis
- be in need of at least one of the professional services, such as Nursing, Physiotherapy, Occupational or Speech Therapy. (Visiting Homemaking does not qualify in the category of a professional service.)
- have a home suitable to allow for required care
- have a family and/or other appropriate persons willing and able to participate in the program
- be a resident of Hamilton-Wentworth
- be such that professional treatment is expected to result in:

  a) progress toward established goals in rehabilitation
  b) delay or prevention of deterioration in the patient's medical condition, or,
  c) delay or prevention of transfer to an institution mode of care

A patient must need at least one of the following services to be eligible for the additional professional and support services:

1. PROFESSIONAL SERVICES

Nursing - (not provided to patients in nursing homes and homes for the aged.)
Nutritional Counselling
Occupational Therapy
Physiotherapy
Social Work
Speech Therapy

2. SUPPORT SERVICES

Visiting Homemaking-time limited
Volunteer Visitors
Dressings
Laboratory Service
Meals-On-Wheels
Medications
Transportation - in emergency situations

/sfc

VON
CANADA

Victorian Order of Nurses
HAMILTON-WENTWORTH BRANCH

Home Care Program

HOME CARE
Funded by the Ontario Ministry of Health

PHILOSOPHY

The Victorian Order of Nurses, a national voluntary community health agency, believes that everyone has the right to comprehensive health care that is family centred and, whenever possible, is delivered in the community. The Hamilton-Wentworth Branch develops and provides services, in keeping with its beliefs, to enhance the health and the quality of life of people living in the community of Hamilton-Wentworth.

We believe that:

1. Health care is the promotion of a state of optimal physical, social, spiritual and emotional well-being and acknowledges the individuals rights to be treated with dignity.

2. All people have a right to coordinated, comprehensive, compassionate health care, in the familiar surroundings of the home and in the community, to the extent possible.

3. A basic tenet of good health care is respect for individuality, autonomy and independence for each person. Individuals have the right to accept or not accept health care, the right to information regarding their health and health care options and the right to participate with their care providers in determining goals for their care.

4. Human resources are a valued asset:

   (a) Services should be of high quality and delivered through a multidisciplinary approach to health care;

   (b) High quality health care requires that staff with appropriate education and experience be employed;

   (c) Participatory decision-making is encouraged in all programs administered by VON;

   (d) Volunteers play an active role in planning, promoting, extending and complementing the services delivered by professional health care providers.

5. Continuing educational preparation for staff, board and volunteers is essential to meet changing community health care needs.

414 Victoria Avenue North,
Hamilton, Ontario L8L 5G8
(416) 523-8600

6. Research contributes to improving health care and provides methods of evaluating existing services. Research studies are encouraged and supported with due respect to confidentiality of information, respect for the rights of the individual(s) and observance of ethical principles.

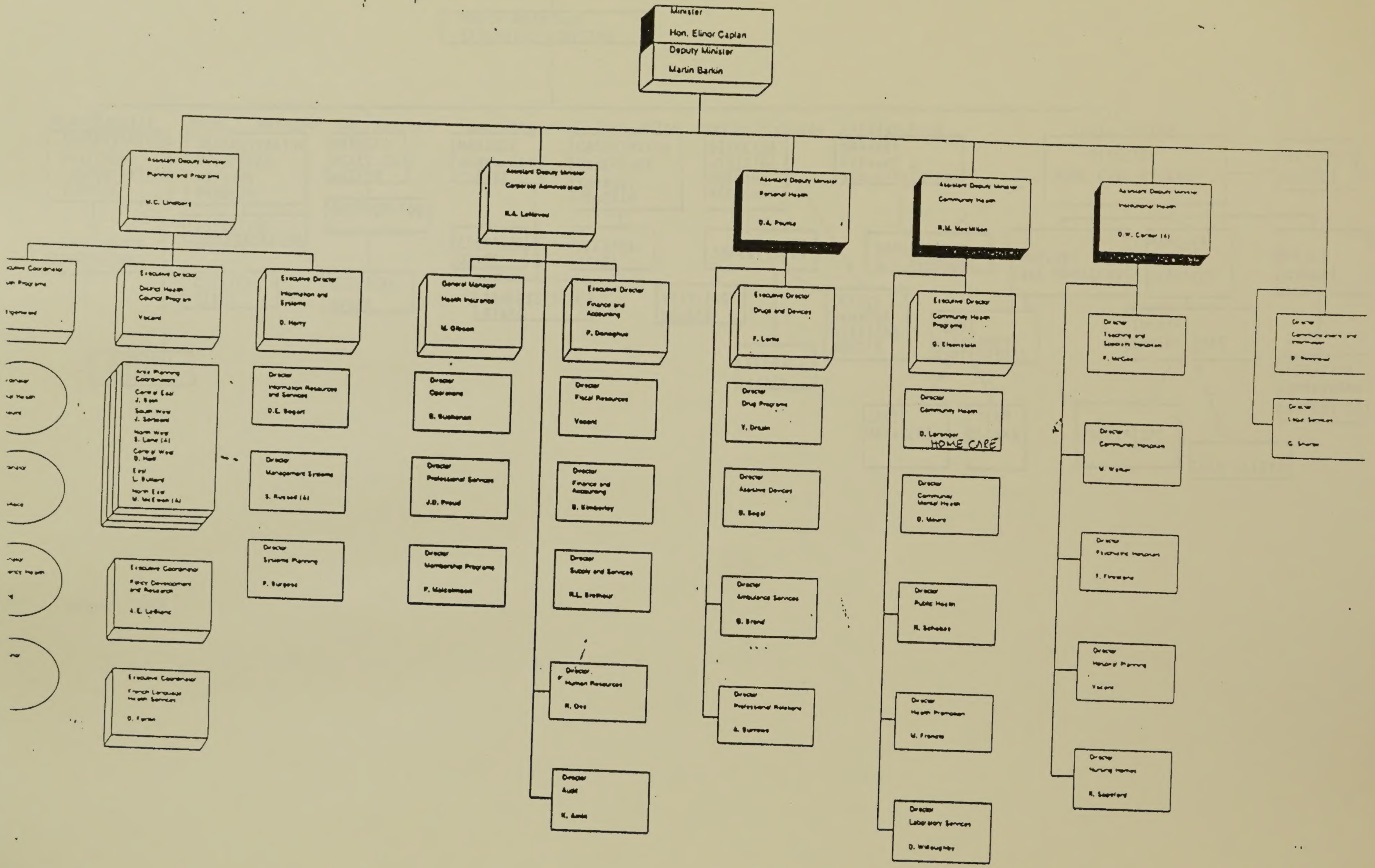
The philosophy of the Hamilton-Wentworth Home Care Program is that Home Care is a basic and integral part of a wider continuum of health care services. The Program believes that certain patients can be treated or maintained in their home environment which will enhance their quality of life.

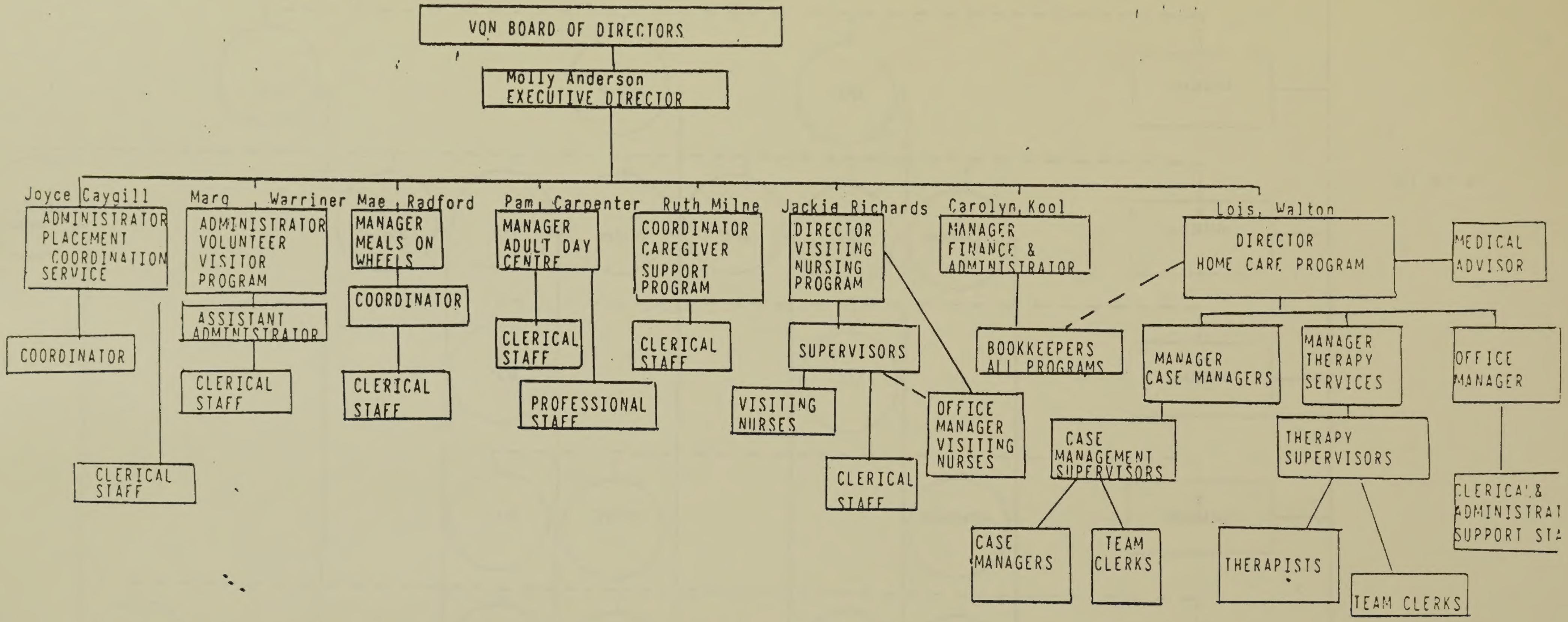
GOAL

To provide and coordinate quality health care to eligible patients in their homes.

OBJECTIVES

1. To coordinate multidisciplinary health care in the community for those patients qualifying for admission.
2. To provide initial assessment for eligibility for admission according to the legislated criteria.
3. To develop a Home Care plan for each patient based on identified needs.
4. To implement, evaluate and revise the plan for care for admitted patients according to on-going assessments.
5. To assist patients admitted to the Progran and/or family to achieve a maximum level of function.
6. To assist patients and families to utilize such appropriate resources as are available in the community for preventive, therapeutic, maintenance and palliative care.
7. To cooperate with other groups and agencies to define unmet needs as they relate to patient care and to develop a plan of action where appropriate.

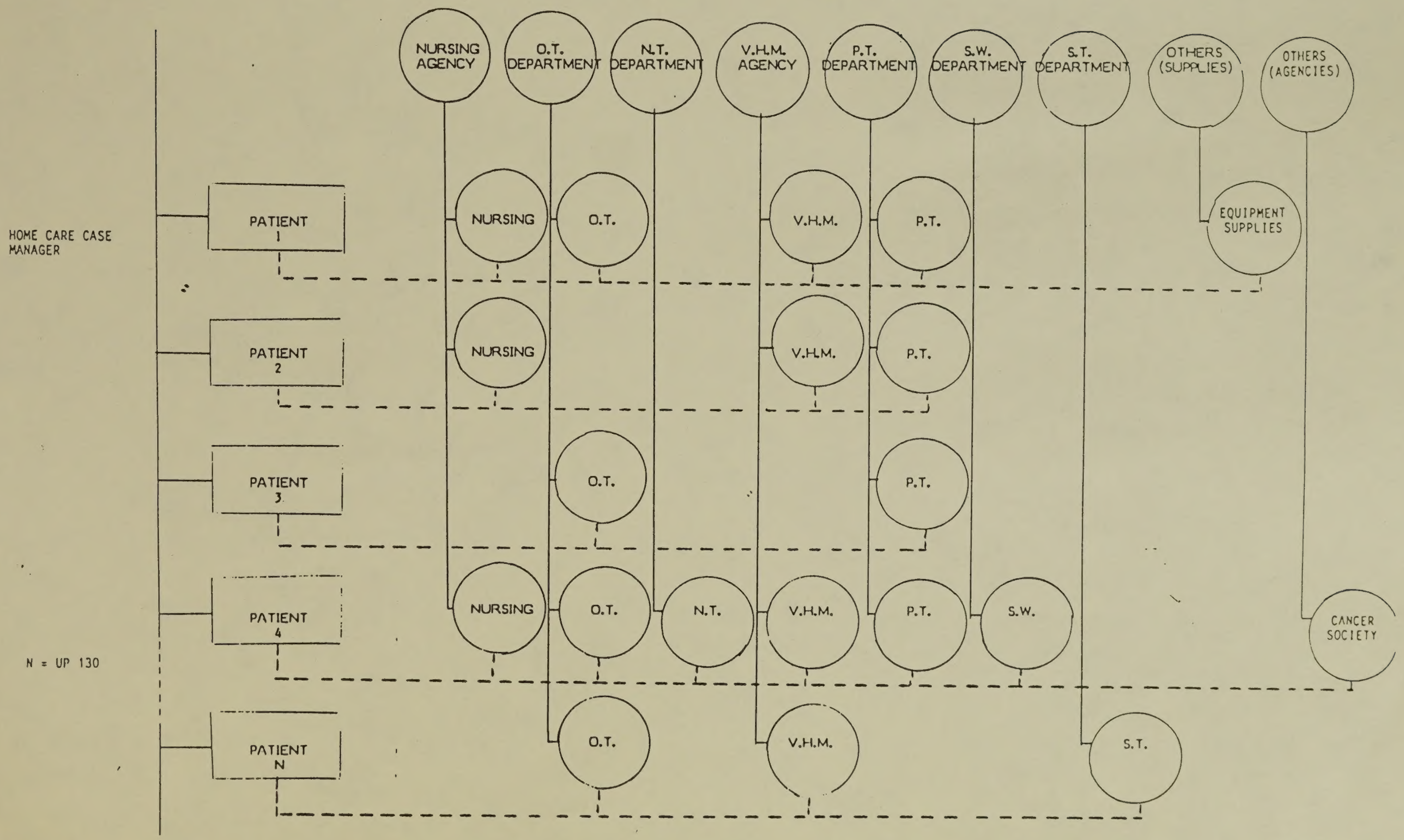
Minister
Hon. Elinor Caplan
Deputy Minister
Martin Barkin
Assistant Deputy Minister
Planning and Programs
M.C. Lindberg
Executive Director
District Health Council Program
Vacant
Executive Director
Information and Systems
D. Harry
Area Planning Coordinators
Central East
J. Bean
South West
J. Sorsdahl
North West
S. Lane (A)
Central West
D. Hall
East
L. Bullard
North East
W. McEwen (A)
Director
Information Resources and Services
D.E. Bogart
Director
Management Systems
S. Russell (A)
Director
Systems Planning
P. Burgess
Executive Coordinator
Policy Development and Research
A.E. LeBlanc
Executive Coordinator
French Language Health Services
D. Forten
Assistant Deputy Minister
Corporate Administration
R.A. LeMarcu
General Manager
Health Insurance
M. Gibson
Director
Operations
B. Buchanan
Director
Professional Services
J.D. Proud
Director
Membership Programs
P. Malcolmson
Executive Director
Finance and Accounting
P. Donoghue
Director
Fiscal Resources
Vacant
Director
Finance and Accounting
B. Kimberley
Director
Supply and Services
R.L. Brothour
Director
Human Resources
R. Orr
Director
Audit
K. Amin
Assistant Deputy Minister
Personal Health
D.A. Powles
Executive Director
Drugs and Devices
F. Lento
Director
Drug Programs
Y. Drazin
Director
Assistive Devices
B. Segal
Director
Ambulance Services
G. Brand
Director
Professional Relations
A. Burrows
Assistant Deputy Minister
Community Health
R.M. MacMillan
Executive Director
Community Health Programs
G. Ekenstein
Director
Community Health
D. Lerenger
HOME CARE
Director
Community Mental Health
D. Moore
Director
Public Health
R. Schabas
Director
Health Promotion
M. Francis
Director
Laboratory Services
D. Willoughby
Assistant Deputy Minister
Institutional Health
D.W. Carter (A)
Director
Teaching and Specialty Hospitals
F. McGee
Director
Community Hospitals
M. Walker
Director
Psychiatric Hospitals
T. Fireside
Director
Hospital Planning
Vacant
Director
Nursing Homes
R. Sapeford
Director
Communications and Information
B. Rosenthal
Director
Legal Services
C. Sharpe


VON BOARD OF DIRECTORS
Molly Anderson
EXECUTIVE DIRECTOR
Joyce Caygill
ADMINISTRATOR PLACEMENT COORDINATION SERVICE
COORDINATOR
CLERICAL STAFF
Marg Warriner
ADMINISTRATOR VOLUNTEER VISITOR PROGRAM
ASSISTANT ADMINISTRATOR
CLERICAL STAFF
Mae Radford
MANAGER MEALS ON WHEELS
COORDINATOR
CLERICAL STAFF
Pam Carpenter
MANAGER ADULT DAY CENTRE
CLERICAL STAFF
PROFESSIONAL STAFF
Ruth Milne
COORDINATOR CAREGIVER SUPPORT PROGRAM
CLERICAL STAFF
Jackie Richards
DIRECTOR VISITING NURSING PROGRAM
SUPERVISORS
VISITING NURSES
CLERICAL STAFF
OFFICE MANAGER VISITING NURSES
Carolyn Kool
MANAGER FINANCE & ADMINISTRATOR
BOOKKEEPERS ALL PROGRAMS
Lois Walton
DIRECTOR HOME CARE PROGRAM
MEDICAL ADVISOR
MANAGER CASE MANAGERS
CASE MANAGEMENT SUPERVISORS
CASE MANAGERS
TEAM CLERKS
MANAGER THERAPY SERVICES
THERAPY SUPERVISORS
THERAPISTS
TEAM CLERKS
OFFICE MANAGER
CLERICA'& ADMINISTRAT SUPPORT ST

January 1989

HAMILTON-WENTWORTH HOME CARE PROGRAM

THE MATRIX FORM AS USED BY THE HOME CARE CASE MANAGER


NURSING AGENCY
O.T. DEPARTMENT
N.T. DEPARTMENT
V.H.M. AGENCY
P.T. DEPARTMENT
S.W. DEPARTMENT
S.T. DEPARTMENT
OTHERS (SUPPLIES)
OTHERS (AGENCIES)
HOME CARE CASE MANAGER
PATIENT 1
NURSING
O.T.
V.H.M.
P.T.
EQUIPMENT SUPPLIES
PATIENT 2
NURSING
V.H.M.
P.T.
PATIENT 3
O.T.
P.T.
PATIENT 4
NURSING
O.T.
N.T.
V.H.M.
P.T.
S.W.
CANCER SOCIETY
N = UP 130
PATIENT N
O.T.
V.H.M.
S.T.

CA4 ON HBLW 26
M37
1989

MINUTES OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

1989 04 19

Present: Trustee J. Bishop (Chairman); Trustees Desmarais, Mulholland and Clarke; Mesdames Dalziel, Schram, Trott, and Mazza; Dr. Newberry; Messrs. Foster, Harwood and Ormerod

Not
Present: Mesdames Knol, Masters, Oommen and Warren; Dr. Toby

Also
Present: B. Jazvac, Headmasters' Association
A. Mutart, H.T.F.
J. Jenkins, Chairman, Wentworth SEAC

Officials
Present: J. Yurkiw (Assistant Superintendent, Special and Educational Services)
R. Adams (Co-ordinator, Special Education)

Mrs. Bishop called the meeting to order and stated she had regrets from Mesdames Knol and Warren. She then called for confirmation of the minutes of the last meeting.

Moved by Ms. Dalziel:

That the minutes of the last meeting be accepted as presented to the members.

CARRIED.

Mrs. Bishop welcomed Janet Jenkins, Chairman of the Wentworth SEAC, who would be observing this meeting.

UPDATE: Members of Local Associations/Organizations

Hamilton & District Society for Disabled Children
Nothing to report.

Hamilton & District Association for the Mentally Retarded
Mr. Harwood offered his apologies for his absence as he had been involved in a musical. Mr. Harwood had a concern regarding Association financing, but Mrs. Bishop indicated the Updates were to bring issues of interest to the other organizations regarding children with special education needs.

Mr. Harwood indicated that the arrangement of their financing would affect workshops, service orientation and long term planning.

Association for Children and Adults with Learning Disabilities
Mrs. Trott noted the Association was having a support meeting for learning disabled adults on April 20th at 7:30 p.m., with another to be held in May and June.

Mrs. Trott stated that on May 25th, the Wentworth County SEAC meeting will have a representative explain the duties and responsibilities of being a good SEAC representative. She referred to a presentation made at this Board several years ago, and felt this would be of interest for new representatives. The meeting will be held at the Diagnostic Centre, 10 McMaster Avenue (University Gardens area).

Mrs. Trott asked that a report on Disabled Women and Employment be distributed with the minutes to members. (attached)

Mrs. Trott spoke of being involved in a Chedoke-McMaster Health Study, through the school, and her concern that the confidentiality of her child's OSR would be maintained. She spoke of the information she received at the school, which she felt, should have been available when she called Chedoke.

Mr. Yurkiw noted that only the parent or school has access to the OSR and offered to investigate further. Mrs. Trott replied she had received satisfactory answers from Scott Park.

Mr. Desmarais asked if it was common practice to make information available on a phone call?

Mr. Yurkiw replied only those working with students have access, or the parents sign a consent form so that information can be conveyed to Chedoke; an OSR does not leave school. Mr. Yurkiw explained the Health Study is conducted over several years, tracking children's progress and the cumulative results are shared with the Board.

Mrs. Bishop thanked Mrs. Trott for this information, and suggested that Mr. Neumann might check to make sure parents are clear who is looking at the OSR.

Canadian Hearing Society
Mr. Ormerod asked that information be circulated with the minutes regarding an Advisory Committee on Deaf Education which is holding meetings in May for input into Deaf Education. (attached)

Augmentative Communication Collective
Ms. Schram reported on the successful convention held March 31 and April 1st re Moving Towards Independence. The importance of a community role model was apparent. Secondary students are eager for a program where they will be paired with younger students (Sherwood).

The Collective is holding an ASL, Signed English, Basic and Intermediate courses, to be held in September for a 10 week period. No date has been set yet, but the course includes a dictionary.

Hamilton-Wentworth-Home Care
Ms. Mazza stated the long-awaited review of the Ontario Home Care Program was complete. The Health Support Services in School Program has been recommended to the Area Children Treatment Centre for administration of that program. She noted this is a discussion paper and it may take some considerable time

to carry out the recommendation; in the meantime, Home Care will continue to administer the program.

There is some concern that come September, there may be some withdrawal of therapy services due to funding. This situation will be monitored.

Headmasters' Association
Ms. Jazvac had nothing to report.

Community Resource
Dr. Newberry had nothing to report.

Hamilton Teachers' Federation
Mr. Mutart had nothing to report.

Parents' Committee, CNIB
Mr. Foster stated the Parents' Committee has joined V.I.E.W.S. and had material to distribute to members. (attached)

Autistic Society
Mr. Adamson apologized for his absence, explaining he teaches University and has a Wednesday night class.

The Autistic Society has hopes of becoming larger to voice their concerns.

Mr. Adamson asked for information regarding integrated Summer Camps. Several inquiries have been received by the Society in the mistaken belief they offer Summer Camp. Mrs. Bishop suggested Ruth Bolton, Chedoke Child and Family Co-ordinator and D.I.S.H. (Disability Information Service Help Line) may be of assistance.

Mr. Yurkiw will include information regarding Project Rainbow, sponsored by R.E.A.C.H. Project Rainbow is a non profit, charitable group in Toronto, with Ministry of Community and Social Services and private funding that acts as a clearing house for disabled children seeking summer camp experience. They look at the child's needs, at resources, and recommend a camp that provides an integrated experience. He added this information came unsolicited to our schools and has received Metro Toronto Board approval. (attached)

Mr. Ormerod recommended the Rumble Centre in Toronto and offered to provide Mr. Adamson with the phone number.

There was a short discussion on personal views of the recent film 'Rainman'. It was suggested that portrayal of exceptional people in films be placed on an Agenda. Mrs. Bishop agreed, noting the Hamilton Board has made videos.

Mrs. Bishop further added that Agenda Priorities for the upcoming year will have to be discussed, such as Assessment for September.

CHAIRMAN'S REMARKS

Update from Board:

a) General Legislative Grants. Mrs. Bishop circulated a copy of a memorandum sent to all Chairpersons of School Boards regarding 1989 General Legislative Grants for the Provision of Special Education Programs and Services, in particular Trainable Retarded.
Mrs. Bishop felt this reflects a change in policy and may have serious implications.

Following further discussion, it was:

Moved by Mrs. Trott:

That officials bring a report to SEAC regarding the changes in the 1989 General Legislative Grants for the Provision of Special Educational Programs and Services and the implications of these changes to the Special Education program.

CARRIED.

b) P&O Committee recommendations. From the P&O committee, Mrs. Bishop advised that the principals of three small schools, Allenby, Central and Ryckmans will combine the roles of principal and LRT. Vincent Massey (in its final year) will be overseen by the Vice-Principal of Thornbrae. Vincent Massey is the only segregated school for the Mentally Retarded.

c) Woodward School. At Mrs. Bishop's request, Mr. Mutart briefly reviewed the presentation made to the Development Committee regarding Woodward School changes. The changes were explained to parents and there has been a good response to the changes.

d) Lift/Elevator. Mrs. Bishop explained an error she had made in voting for either a lift or an elevator for handicapped children in a new school. Her error was partially based on language differential and lack of specific information. However the vote had a successful outcome.

e) I.P.P. recommendation. Mrs. Bishop noted that SEAC's motion to the Board regarding IPP's was passed. SEAC will ask for an update after the committee has a chance to consider the recommendation.

f) Further Business. She related information about funding withdrawal and program difficulties in England under a legislative change similar to Bill 82.

Mrs. Bishop noted a new provincial parking permit is expected for handicapped persons.

TRANSPORTATION UPDATE:

Mr. Yurkiw reported that concerns have been discussed with the new carrier owner, regarding improvement of service. Since the meeting, improvement has been noted.

Out of Budget Review, Mr. Yurkiw highlighted the cost of transportation of children last year for this Board: over $4,589,000. He found the cost quite an eye-opener, and thought members would be similarly surprised.

SHORT TERM HANDICAPS GUIDELINES

Mrs. Bishop explained her rationale for wanting guidelines to assist principals in locating resources to enable short term handicapped students to return to school. She noted the improved emotional and social well-being of a child under such circumstances.

In the discussion that followed, it was noted that principals can contact LRT's to inquire about resources.

Moved by Ms. Dalziel:

> That guidelines be formulated to cover situations involving short term disability.

Mrs. Clarke had reservations about more documentation for principals and wondered if Special Education could make this information available to the schools.

Mrs. Bishop restated that she is interested in guidelines rather than a procedure to identify concerns and indicate contacts.

In response to Mrs. Clarke's question, Mr. Yurkiw noted there were not many problems last year, that principals know procedures for taxis and home service.

Following further discussion, the motion was put to a vote and was **CARRIED.**

ASSISTANT SUPERINTENDENT'S REPORT:

All Terrain Vehicle

Mr. Yurkiw noted the money allocated to purchase this vehicle was removed from the Budget. As the company manufacturing this vehicle is out of business, inquiries will continue to be made regarding other manufacturers.

Canadian Cleft Lip Palate Association

Mr. Yurkiw reported that a letter had been received from this Association to have a representative on our SEAC committee.

Moved by Mr. Adamson:

> That the Board of Education invite the Canadian Cleft Lip Palate Association to sit as a member on the SEAC Committee.

It was noted that this Association meets all the requirements to be a SEAC member, and there are currently two vacancies.

The motion was put to a vote and was **CARRIED.**

Gifted In-Service

Mr. Yurkiw noted that on April 24th and 25th the Hamilton Board and the Halton Board will participate in a program of in-service for staff of gifted children.
Dr. Dorothy Sisk, from the University of Tampa, Florida is the guest speaker. If any of the members are interested, please contact Ed Wiens.

LRT Staffing Update

Mr. Yurkiw noted there had been some concern regarding LRT assistance in the Middle School. Administrative Council has requested a review of the current LRT Staffing formula. He emphasized he was not reviewing the role of the LRT, rather the current staffing policy. Mr. Yurkiw gave an overhead presentation to the members.

Mr. Yurkiw's presentation showed the number of students, exceptional and non-exceptional, being assisted by the LRT, in all Areas.

Mr. Harwood objected to non-exceptional children being assisted by LRT's, but Dr. Newberry noted these children may not yet be identified as exceptional, but require some assistance.

Mr. Adams noted that the LRT's first responsibility is to the exceptional child and D.A.R.T.'s may identify other students the LRT can assist. He further pointed out that in the total number of students being seen by a LRT in a week, some may only get help for a short period of time. Mr. Adams added that if we can deal with special needs in a remedial fashion, it is not necessary to identify and thus, label children.

Following further discussion, Mrs. Trott asked if this information would be made available with the minutes. Mr. Yurkiw explained that this information could be made available after further review by senior officials.

Trainee Proposal

Mr. Yurkiw reviewed a draft report for member's information, of the Special Employment Project (S.E.P.) which is a joint project between the Hamilton Board of Education and the Hamilton & District Association for Mentally Retarded. Trainees in the program work through three program levels, after which the Board would provide up to three positions in educational settings at minimum wage. This project will require review by senior officials before any further considerations.

Discussion followed regarding these adults losing benefits due to their Board salary, and Mr. Adams assured members that this area is being looked into by Ray Dingledine. Dr. Newberry noted that adults prefer to be independent on a pay cheque to being on benefits.

Mr. Harwood expressed concern that this project will only have 3 positions per level and that the first trainees in these positions will not move on to other employment, thereby restricting the benefit of the program.

Moved by Mr. Harwood:

That the Special Employment Project (joint project of the Hamilton Board of Education and the Hamilton & District Association for Mentally Retarded) receive SEAC endorsement.

CARRIED.

EDUCATIONAL ASSISTANT - UPDATE

Mr. Adams provided corrected numbers to his report presented at the previous meeting.

A short recess was taken.

SPECIAL EDUCATION REVIEW REPORT (MINISTRY)

Mr. Adams reviewed the draft report for members. Following SEAC endorsement, the report will be presented to the Board for approval before being sent to the Ministry. This is an annual review, which meets the Ministry requirements.

Moved by Mr. Desmarais:

That the SEAC Committee continue to meet past 9:30 p.m.

CARRIED.

Moved by Mr. Harwood:

That the SEAC Committee endorse the Special Education Review Report and request approval for submission to the Ministry.

Mr. Adamson referred to the Sample Action Plan and expressed his concern that the number of Special Education classes per area were stipulated. Mr. Adams agreed that these figures could be removed and instead show a list of Special Education Classes available in each area.

Following further discussion, it was understood that Mrs. Bishop would meet with Mr. Yurkiw and Mr. Adams, to verify the final draft of this report on behalf of the SEAC committee prior to its presentation to Board. (Copies of the final report will be distributed to members at the May meeting).

The motion was then put to a vote and was **CARRIED.**

NEW BUSINESS:

Race Relations and Ethnocultural Equity - A Working Paper

Mr. Yurkiw explained the Board is looking for input on this Working Paper, and requested members' input.

The meeting then adjourned.

Read and confirmed,

....

Chairman

cv

DISABLED WOMEN AND EMPLOYMENT

Jillian Ridington
DAWN-Canada Researcher

October, 1988

DAWN-Canada (the DisAbled Women's Network-Canada) is completing a study of the needs of Canadian women with disabilities. A number of questions about employment were included in the questionnaire. About 225 questionnaires now have been returned and compiled. Preliminary results indicate the following:

Women with Disabilities are willing and able to work: 50% of the respondents stated that they were able to work; only 14% said that they were unable to. 31% can work in a limited way, and 18% could work if the workplace were accessible. (Since these last two questions are not mutually exclusive, percentages total over 100%). However, 40% of the respondents are unemployed, a number exactly equal to the number of women who are in the labour force. 11% have part time jobs, and 23% do volunteer work. Of those who were not employed, 65% wanted to work. When asked to state the barriers that restrict them from employment, respondents most frequently listed "No suitable employment", with "lack of training" the next most common barrier.

Women with Disabilities are contented employees: 70% of those who responded to the question "If you are working, does your job suit your needs answered "Yes"; only 21% stated that it did not, while the balance found their job somewhat suitable. Despite the low incomes of many women with disabilities, (see below) the majority of workers felt that their pay was fair, or acceptable.

Becoming Disabled Affects Job Status: Although only one-third of the women stated that they had lost their job when they became disabled, we expect that closer examination (including exempting all respondents who were born with a disability or disabled in childhood) will show a different picture. A large number of respondents stated that they had stopped working for reasons having to do with their disability, for example, fatigue, weakness or loss of dexterity --- yet they did not categorize this as job loss because of disability. It seems apparent that many women who could have remained gainfully employed with special accomodations (flexible hours, a change to a less demanding position, special devices, a place to rest at the work place) dropped out of the work force because such accomodations were not made.

Discrimination: Half the respondents stated that they had experienced discrimination in employment because of their disabilities. Only 22% were sure they had not been discriminated against; the rest were unsure.

Income: Twenty-four percent of our respondents are very poor, living on incomes of less than $5,000 per year. Thirty-four percent scrape by on $5,000 to $10,000; 14% bring in $10,000-$15,000. Eight percent have incomes in the $15,000 - $20,000 range, and 21% are in the over $20,000 bracket.

Twenty-eight percent of all respondents support themselves through their employment; an equal number of women, (28%) listed government as their main source of financial support. Other women live on pensions, (22%) while 18% are supported (in whole or in part) by a spouse or parent. Other monies come from savings, investments, unemployment insurance, criminal compensation and scholarships or student loans.

Conclusion: Despite their desire to work, and their belief in their ability to work, the majority of women with disabilities are trapped on small government allowances or in low-paying jobs. Only 29% of our respondents live on more than $15,000; incomes below that are inadequate in Canada today. One-quarter of our respondents support children or other dependents as well as themselves. These results indicate a great need for suitable jobs, accessible workplaces, and other accomodations to allow those of us who are able and willing to work to do so. These measures must be underpinned with social programs which will guarantee a decent standard of living, and dignity, for us all.

CEIC Information

Basic Sources of Information used in analysing the Employers Reports submitted under the Legislation Employment Equity Program

Source of Information	Type of Information	Location
Employer's Reports	Company specific data on occupations, salaries, hirings, promotions and terminations for each designated group for full-time, part-time and temporary employees.	At a local library (see the pamphlet included) or through the Department of Supply and Services for purchase. Write to Canadian Government Publishing Centre, Supply and Services Canada, Ottawa, Canada, K1A 0S9.
Employer's Handbook ready by mid-April Tech Services	The instructions given to employers for completing their reports.	Revised edition available by mid-April contact the Regional Consultant.
The Employment Equity Annual Report to Parliament - Volume 1 and Volume 2	The consolidation and analysis of the Employers Reports by Designated Group and Industrial Sector, occupations, salaries, hirings, promotions and terminations.	For the First Annual Report, contact the Regional Consultant - supplies are limited. The Second Annual Report is to be available by December 31, 1989.
Availability Data	Canadian Labour Force Data by industry, occupation and geographic area.	Contact the Regioanl Consultant or contact Director, Technical Services, Employment Equity Branch, Canada Employment and Immigration Commission, Ottawa, Ontario, K1A 0J9
Other Sectoral Data	Business climate, sector specific job titles, mergers, acquisitions, etc.	Various sources.

CEIC Information

February 28, 1989

FACT SHEET: PERSONS WITH DISABILITIES

Persons with disabilities are people who, because of any persistent physical, mental, psychiatric, sensory or learning impairment, believe that they are potentially disadvantaged in employment, and who so identify themselves to an employer, or agree to be so identified by an employer, for the purposes of the Employment Equity Act.

General Information

	In the Canadian Labour Force (1)	In the Work Force Under the Act (2)	In the Industrial Sectors (2) (Full-time)	In Hirings (2) (Full-time)	In Terminations (2) (Full-time)	In Promotions(2) (Full-time)	In the Occupational Categories (2) (Full-time)
The representation of the Designated Group	5.4% (709,285)	All employees 1.6% (9,352) Full-Time only 1.7% (8,650)	Banking 1.9% Transportation 1.5% Communications 1.5% Others 2.5%	.7% (323)	1.2% (655)	1.4% (910)	Clerical Workers 1.7% Middle Managers 1.5% Upper Managers 1.6% Skilled Crafts 1.8% Semi-Skilled 1.7% Supervisors 1.7%
The Representation of Women in the Designated Group	41.8% (314,355)	All employees 34.9% (3,260) Full-Time only 31.7% (2,744)	Banking 65.3% Transportation 10.1% Communications 27.3% Others 10.4%	48.3% (156)	31.8% (208)	43.5% (396)	Supervisors 57.3% Middle Managers 21.0% Upper Level Managers 4.3% Skilled Crafts 1.1% Semi Skilled 11.6%

Information on Average Salaries (Full-time only)

	In Banking	In Transportation	In Communications	In Other Sectors	In the Work Force Under the Act
Men's Average Salary	$38,603	$32,981	$33,514	$33,291	$34,061
Women's Average Salary	$21,586	$25,173	$27,297	$24,877	$23,356
Women's Percentage of Men's Average	55.9%	76.3%	81.4%	74.7%	68.6%

(1) Unpublished Data, Statistics Canada 1986 Census, Canadian Health and Disability Survey; and the Health and Activity Limitation Survey.

(2) Employment Equity Act Annual Report to Parliament 1988.

Disabled People for Employment Equity
THE COALITION ON EMPLOYMENT EQUITY FOR PERSONS WITH DISABILITIES

20 Richmond St. East, Suite 500
Toronto, Ontario M5C 2R9
(416) 941-9836

DATE: April 10, 1989

TO: DPEE Member Groups

FROM: Judy Rebick

RE: Letter to Premier

Enclosed you will find the minutes of the April 6th meeting of DPEE. You will note in the minutes that we are launching a provincial campaign to pressure for the implementation of mandatory employment equity legislation.

Enclosed please find a sample letter to Premier David Peterson. We are asking that your organization send a letter like this to the Premier preferably by Monday, April 17. We have information that initiatives on employment equity are being held up by the Premier himself. It is very important that he receive as much pressure as possible from organizations supporting employment equity legislation. Please send a copy of this letter to Honourable Gerry Philips, Minister of Citizenship (he is responsible for employment equity) and to Remo Mancini, Minister of the Disabled. Please also send a copy to DPEE at our new address, 20 Richmond St. East, Suite 500, Toronto, M5C 2R9.

Thank you very much for your prompt attention to this matter.

I have also enclosed some material from Canada Employment and Immigration for your information.

Judy Rebick
Encl.

JR:ms

SAMPLE LETTER TO PREMIER

Letter should be sent to:

Hon. David Peterson
Premier
Rm. 281 Legislative Buildings
Queen's Park
Toronto, Ontario
M7A 1A1

cc :Gerry Phillips, Minister of Citizenship
Remo Mancini, Minister Responsible for Disabled
DPEE 20 Richmond St. E. Suite 500 M5C 2R9

Dear Mr. Peterson,

I am writing on behalf of (name of your organization) to express our disappointment in your government's failure to implement any mandatory employment equity measures.

Before the last election, your government promised to implement employment equity in the public service. There are as yet no targets or timetables for disabled people or any other target group.

Before the last election, your government promised to implement employment equity legislation for the broader public and private sectors. One year ago, a government task force was established to look into options for employment equity. To date, there has been no consultation with community groups despite repeated requests. We have no idea what the government is planning, if anything, regarding employment equity legislation.

(individual paragraph eg Our organization has worked with deaf and hard of hearing people for more than 50 years. During this time, job placement has been a central activity. It is our view that little progress will be made in improving job prospects for deaf and hard ofhearing people without mandatory employment equity legislation.---this paragraph should talk about you or your organization specifically)

We appeal to you to immediately make public your government's committment to introduce mandatory employment equity legislation that would include a requirement for plans with barrier analysis and targets and timetables, an independent enforcement agency, and penalties for non-compliance.

The disgraceful unemployment facing disabled people in this province can only be solved by such legislation.

Yours truly,

Disabled People for Employment Equity

THE COALITION ON EMPLOYMENT EQUITY FOR PERSONS WITH DISABILITIES

Present

Name	Organization
Jonathan Batty	P.U.S.H. Ontario
Richard Santos	B.O.O.S.T.
Anne Musgrave	March of Dimes
Judy Rebick	Canadian Hearing Society
Fran Marinic Jaffer	Down Syndrome Association
Grace-Edward Galabuzi	Alliance for Employment Equity
Kathy Glazier	M.S. Society
Egidio Veri	Epilepsy
Bill Worrell	People First
John Ogilvie	Frontier Computing INc.
Greg Somes	ARCH

Regrets;

Mike. McHenry, Co-ordinator

April 6, 1989

CEIC Consultation (March 30, 1989)

Judy reported on a meeting with Employment and Immigration Canada representatives of various organizations representing ethnic, racial, women and persons with disabilities. After the meeting, everybody agreed to a series of recommendations (see appended "Recommendations from Regional Consultation with CEIC, March 30, 1989").

The Alliance for Employment Equity will send these recommendations to the Minister.

Complaint

Jonathan and Greg reported that there have been two meetings:

The Canadian Human Rights Commission (CHRC) provided a memorandum of understanding which is a basic plan of attack on how to conduct an investigation of each corporation, to be signed by each corporation.

There are two parts.

1. (16 weeks) - An investigation of each job position, and looking at where people with disabilities work; a series of questions asking for explanations for the situation of lack of positions by disabled people.

2. During the following two months an analysis will be made of all the data, and will be reported to us.

3. Simultaneously, the Commission will conduct a survey called the Employment System Review survey. This questionnaire is available on request from CHRC.

We indicated that the survey was inadequate. We also underscored that a cross-disability approach is essential. They said there will be a thorough barrier analysis. We reiterated that the reviewers and the investigators from the Commission will not be the same person, since the reviewers are attempting to co-operate with the company; whereas, the investigators have to be non-committal, objective.

The memorandum will be signed by:

1. Royal Bank - Friday
2. CN - within a couple of weeks
3. CBC - so far refusing to sign
4. Canada Post - uncertain
5. Scotia Bank - resistant, but may change
6. TD Bank - wants to sign, but keep the lawyers out
7. Bell - considering
8. CDn. Imperial Bank of Commerce - considering
9. Bank of Montreal - will sign the memo if that means settling the complaint

If a company refuses to sign, we want the Commission to take steps to force compliance (ie. going to Tribunal, etc.). We will indicate our interest in a possible settlement with Bank of Montreal, but on our terms. The group agreed that the Lobby Committee will develop the framework for a settlement.

Provincial Campaign

Kathy reported that the Campaign Committee met on March 21 and is proposing the following:

Plan for a 2-phase campaign:

1. Spring (Organized by Lobby Committee)

   - letters & meetings with Cabinet ministers/Premier
   - meetings with residents of attendant care apartments

2. Fall - Province-wide campaign

   - meetings - press conferences
   - media awareness
   - lobbying MPPs in every region

Questionnaire to be sent out to all our member groups to determine in which regions we have supporters. The questions will include:

- number of members
- where are your local chapters
- what kind of support would you need, e.g. educations, sample letters
- to be answered within 3 weeks

We are planning to develop a lobby kit to provide background information.

We're working also on an eye-catching form of a letter or postcard to highlight the problem, to simplify the letter-writing campaign.

Judy pointed out that the Alliance will organize an April 20th press conference Queens Park (media room, 11 A.M.) to show our anger at the inaction of government on employment equity.

She distributed a proposed sample letter that each organization can send to the Premier (see attached), c.c. DPEE, and Mancini. DPEE will write a letter to Education Minister Ward stating that Employment equity covers other groups in addition to women.

NDP Legislation

The draft legislation that some DPEE members worked on last Spring was changed significantly when it came back from the NDP. We don't like it. Neither does the labour movement. We will send a letter to the NDP explaining what we don't like. They have indicated a willingness to change the legislation. When we receive the final draft we will distribute it to member groups. Each representative will be asked to come to the DPEE meeting following this distribution with an indication from their representative if they are willing to endorse, support or not support the legislation.

Anti-Poverty Rally April 8, Queen's Park

Everybody is urged to attend.

Vision 2,000 (Greg reported)

ARCH is counsel to the Equal Access Coalition. Vision 2000 is a report being prepared by the provincial government on what community colleges should do to have truly accessible education. A study team has been set up.

Equal Access Coalition has set up a committee to study the needs of the community; they are planning to write a submission.

Education is essential for employment. Greg is requesting that the DPEE participate in this process.

The Lobby Committee will consider what action to take.

Ontario Human Rights Commission

Kathy Glazier reported on the last meeting with Raj Anand (March 8th).

They also met with Anita Dolleen, the new director of Systemic Descrimination Unit.

- We discussed targets. Employment Equity plan targets will be submitted by September 1989.
- The government will be regionalizing; therefore the hiring process will be regional.
- They asked our help with recruitment, but we stated that this is not our role.
- Reasonable accommodation guidelines will be available within a few months, and will be in force upon release.
- We urged that these guidelines be accessible.
- We expressed concern as to training of staff who are not informed of the Code and how to help complainants. They stated that due to the fact that many employees are on contract and lack training there will be more training in the future.
- The Systemic Unit - specific companies will be targetted. The Commission will request specifics from us as they prepare their complaints as test cases.
- Raj stated that there could be two branches - Enforcement, and Public Education.
- Raj expressed concern that he was being left out of the process that was initiated at the Urban Alliance conference.
- We underlined that we should continue our contacts with Raj Anand.

A Rally is planned April 22nd to protest the inadequate Commission procedure, organized by the Coalition on Equality. The Lobby Committee will consider this.

Next Meetings

April 21	Lobby Committee	3 p.m.
May 4	DPEE	5:30

Government of Canada Gouvernement du Canada

FACT SHEET

EMPLOYMENT EQUITY FOR FEDERAL CONTRACTORS

I. OBJECTIVE

To ensure that federal contracting promotes the achievement and maintenance of a fair and representative work force by requiring contractors to identify and remove employment barriers that adversely affect women, aboriginal peoples, persons with disabilities, and visible minorities, and to take active steps to foster the employment of these groups.

II. OPERATION OF PROGRAM

Tendering process

- The government will issue criteria and guidelines for implementation of Employment Equity and develop the standards for assessing contractors' Employment Equity performance; their performance will be compared to availability data which will be developed and refined over a period of time.
- Firms with 100 or more employees that submit tenders for goods and services contracts worth more than $200,000 will sign a Certificate of Compliance which constitutes a commitment to implement Employment Equity on the basis of the established criteria;
- Although not mandatory, all other firms on the source lists will be invited to implement Employment Equity. Advice, assistance and guidelines on implementation will be available from Employment and Immigration;
- Those suppliers who sign Certificates of Compliance will be invited to bid or to be considered for contracts of more than $200,000;
- Canada Employment and Imigration Commission (CEIC) will periodically review a sample selection of certified contractors to:

  a) verify, within one year of the signing of the certificate, that they are taking steps to implement Employment Equity, and
  b) three years after certification, their results will be assessed against the established standards.

Review Process

- If the findings of the review are favourable, the contractor is so informed, and the review process ends;
- If the findings are unfavourable, the contractor is informed and asked to make a response. On the basis of this response, CEIC either does a second review or reaffirms the findings of the first, informing the employer accordingly;
- If the unfavourable findings are confirmed, the Minister of Employment and Immigration reports this to the Minister of the department responsible for letting the contract, who would take appropriate action.

Appeal Procedure

- Should the contractor appeal, no action is taken until the conclusion of this appeal procedure:

  a) A contractor may instigate a formal appeal to the Minister of Employment and Immigration. The Minister then appoints an independent person to review the case;
  b) Following this review, the Minister of Employment and Immigration makes a decision and informs the Minister of the department responsible for letting the contract;
  c) The Minister of the department responsible for letting the contract would then decide on the appropriate action. The ultimate sanction is removal from the list of those firms eligible to bid on contracts worth more than $200,000, or refusal to consider a bid submitted by the particular contractor.

III. AWARD

The government will award a Citation for Excellence in Employment Equity to contractors, whose results are found to merit such a commendation.

ADVISORY COMMITTEE ON DEAF EDUCATION

Canadian Hard of Hearing Association Ontario Chapter ✓

Canadian Hearing Society ✓

Deaf Children's Society of Ontario ✓

Federation of Provincial Schools Authority Teachers ✓

Ontario Association of the Deaf ✓

Ontario Educators of Hearing Impaired ✓

Ontario Interpreter Services ✓

Ontario School Trustees Council

Ontario Teachers Federation ✓

VOICE for Hearing Impaired Children ✓

MEMORANDUM

DATE: MARCH 17, 1989
TO: ADVISORY COMMITTEE
FROM: DENIS MORRICE
RE: SCHEDULE OF EXTERNAL COMMITTEE

Below please find the schedule of public meetings for the External Committee. We have just received the dates, times and places are not yet set. We are sending you the information so that you can inform members of your local groups to clear their calendar for that evening and begin preparation of presentations:

MAY 2	TORONTO PUBLIC BOARD TORONTO SEPARATE BOARD.
MAY 3	OTTAWA
MAY 4	BELLEVILLE, FOCUS ON TEACHER TRAINING PROGRAM
MAY 8	ST. CATHERINES
MAY 8	SUDBURY
MAY 9	BELLEVILLE, FOCUS ON SCHOOL
MAY 11	LONDON
MAY 15	WINDSOR
MAY 16	MILTON
MAY 18	THUNDER BAY

Correspondence should be addressed to: Denis Morrice, Chairperson
c/o The Canadian Hearing Society 271 Spadina Road Toronto Ontario M5R 2V3
(416) 964-9595 (Voice) 964-0023 (TDD) 964-2066 (FAX)

SUPPORT SERVICES:

- A comprehensive "Parent Information Kit" is available offering a wide range of information and suggested resources that will be of value to parents of visually impaired children, as well as to those professionals who work with them.
- A provincial conference is offered each year. The conference addresses the concerns of parents and those who work with visually impaired children and young people.
- We offer public awareness as well as educational programs to parent groups, professional and community groups.
- Formation of community based parent groups is actively encouraged and support and resourcing to new and existing groups is a priority.
- VIEWS liaises with organizations and government agencies providing support and services to visually impaired children, young people and their families.
- We actively seek funding sources to support our goals and objectives.

* * * * *

If you already belong to a parent group for visually impaired children in your area, may we suggest that you speak to your chairperson about us and suggest that he/she contact us.

If you are interested in becoming a member, please write to VIEWS - for the Visually Impaired including your address and telephone number. A one year membership is $10.00 which includes receipt of our quarterly newsletter.

VIEWS

for the

VISUALLY IMPAIRED

An Organization
of Parents
for Parents

Patron: Honourable Pauline M. McGibbon, C.C.

3033 Palstan Road, Ste. 205
Mississauga, Ontario L4Y 2Z7
Telephone (416) 277-4061

The major commitment of our organization is to ensure that every visually impaired child has the opportunity to reach his/her full potential and that the families of these children receive the information, resources and support that they need.

Parents of visually impaired children, from infancy to age 21, have a need to know the specific tactics and strategies necessary for the development of their child and, to be aware of available resources, community services, assistive devices and diagnostic and assessment services.

GOALS ARE:

* To support parents of the visually impaired in their role as their child's primary educator and resource.

* To provide parent education, support and counselling programs.

* To develop and support parents' groups throughout the Province of Ontario.

* To stimulate advocacy on behalf of visually impaired children and young people.

* To initiate career counselling and vocational training programs for blind and low-visioned young people.

* To initiate the provision of a province wide pre-school program for blind and low-visioned children.

* To develop health promotion information and educational resources.

VIEWS

For the Visually Impaired is a provincial parents' association that is incorporated as a registered charity. It is a stand-alone group which encourages all organizations involved with visual impairment to help in its' endeavors.

focus is on the education of blind and low-visioned children, access to high quality medical and rehabilitative services and public acceptance of blind and low-visioned children within their communities throughout the Province of Ontario.

supports parents in their roles as the primary educators of their blind and low-visioned children and stimulates awareness of the needs of those who serve these children.

fosters a trans-disciplinary approach to the provision of services and acts as a resource for existing service providers, but does not intend to provide direct service and therefore does not regard itself as being in competition with any of the established service organizations.

membership is open to any person who has an interest in the development of visually impaired children.

Project Rainbow

Introducing **PROJECT RAINBOW**

. . . . *an integrated recreational experience*

This summer, children with disabilities will have an opportunity to attend an integrated overnite camp.

We have Ontario Camping Association accredited camps willing and, with the assistance of Project Rainbow, NOW able to receive children with a variety of handicaps.

Give your child an unforgettable summer experience and yourself, a well deserved break!

✱quality camps, moderately priced with excellent programs

✱all very close to the Toronto Area

✱spaces are available for ages 7-16 years

✱"integration counsellors" are available to provide individual support to children with this requirement. Some funding sources have been identified to cover the cost of these counsellors

Apply early as spaces filled up very quickly last summer.

Phone NOW for more information and an application.
Call our Family Liaison: Mrs. Nancy Fraser at

(416) 249-7729

SEE YOU AT ONTARIO PLACE FOR R.E.A.C.H.
FOR THE RAINBOW DAY, VICTORIA DAY, MAY 22.

Sponsored by R.E.A.C.H. for the Rainbow

Minister
Ministre

Ministry
of
Education
Ministère
de
l'Éducation

(416) 965-5277

Mowat Block
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Toronto Ontario
M7A 1L2

Édifice Mowat
Queen's Park
Toronto (Ontario)
M7A 1L2

MEMORANDUM TO: Chairpersons of School Boards

RE: 1989 General Legislative Grants

On December 13, 1988, I announced in the Legislature that, in 1989, provincial operating grants to school boards would rise by 6.1 per cent. Therefore, I am pleased to inform you that the 1989 General Legislative Grants will total $4,129.2 million.

More specifically, base operating grants will increase by 4.0 per cent to a total of $3,983.4 million. The government has also allocated $145.8 million in 1989 towards the second year of the three year phase-in of the 1987 Throne Speech Initiatives.

In addition to the increase in total grants available in 1989 to finance education, a number of significant improvements have been made to this year's Regulation.

Over the past year, the Ministry of Education has undergone a review, and a rethinking of the manner in which education is funded in this province. It has become clear to us, through this review process, that there are many ways in which the grant plan can be improved in order to make it easier to understand and to enhance its equity.

You will notice that a number of modifications have been made to the funding model. These improvements reflect a first step towards increased fairness in the allocation of resources to school boards, as well as the overall simplification and increased clarity of the funding plan. The Ministry intends to build on these initial improvements to education finance and the grant allocations by continuing to review and refine the plan over the next three years.

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The Ministry has simplified the education funding model by restructuring it into five categories which clearly outline the main components of provincial contributions to education funding. These categories are:

1. Basic per pupil block grant
2. Board specific grants
3. Special initiatives grants
4. Capital funding grants
5. Additional provincial support for education

All grants payable to school boards under the General Legislative Grants Regulation are now covered by one of the first four categories. The fifth category is not included in the General Legislative Grants Regulation but represents a significant contribution by the province to education funding including Teacher Superannuation payments and grants to other programs such as co-operative education. A detailed summary of the restructured funding model has been incorporated into the front of the document containing the 1989 Regulation.

The first phase of our commitment to the simplification of the model has been included in the 1989 Regulation, for example, by dropping the use of weighting factors in favour of dollar amounts per pupil. In addition, changes have been made to the funding of special education programs.

A number of improvements have also been made to enhance the equity and fairness of the plan. Grants payable to small schools and small boards, and to school boards paying tuition fees for "open access" pupils have been increased. As mentioned, these are the first of many changes which will occur over the next few years.

A copy of the 1989 grants regulations is attached. French-language copies of the regulations will be available shortly from the Ministry's regional offices. The changes to the 1989 General Legislative Grants Regulation are described in greater detail below.

IMPROVEMENTS TO THE 1989 REGULATION

Grants for the Provision of Special Educational Programs and Services

In recognition of the range of services offered all pupils of the board including exceptional pupils, the Ministry of Education has restructured the grant allocations made to school boards for the provision of special education.

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In 1988, a general special educational grant, consisting of $215 for each elementary pupil, and $154 for each secondary pupil, was provided to boards for the provision of special educational programs and services. In 1989, the corresponding amounts are $224 per elementary pupil and $160 per secondary pupil. Commencing in January 1989, this grant has been incorporated into the basic per pupil block grant category as part of the grant ceilings for recognized ordinary expenditure. The ceilings have been increased by these amounts.

Funding for trainable retarded pupils will be a two phase process for 1989. For the period January through June, 1989, funding will be based on the amount of grant for trainable retarded programs in the previous year. For this period of time, the grant will be 60% of the 1988 grant for pupils in schools or classes for the trainable retarded, plus an additional 4% of this amount to reflect increased 1989 costs.

Commencing in September 1989, funding for trainable retarded pupils will be treated in the same manner as funding for other exceptionalites; that is, the grant for trainable retarded pupils will be allocated to school boards on the basis of the board's total enrolment. This amount will become part of the recognized ordinary expenditure ceilings along with the special educational grant. As a result, it will no longer be necessary to identify trainable retarded pupils for grant purposes.

For the period September through December, the grant for trainable retarded pupils, incorporated into the recognized ordinary expenditure ceilings, will be the equivalent of an annual amount of $23 for each elementary pupil and $23 for each secondary pupil of the board. For 1989 this will be prorated for four-tenths of a year, that is $9.20 per pupil enrolled.

The result of these changes is that, commencing in September 1989, the Ministry will be allocating an additional $10 million annually to offset the additional cost incurred by school boards in serving exceptional pupils.

Weighting Factors

As stated, weighting factors used for the calculation of additional grants to school boards have been eliminated from the Regulation. Instead, these grants will be expressed as dollar amounts per pupil.

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GOVERNMENT DOCUMENTS

MINUTES OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

1989 05 17

Present: Trustee J. Bishop (Chairman); Trustees Mulholland and Clarke; Mesdames Dalziel, Knol, Oommen, Trott and Warren; Messrs. Foster and Harwood; Dr. Toby.

Not Present: Mesdames Masters, Mazza, and Schram; Dr. Newberry; Messrs. Adamson and Ormerod.

Also Present:
A. Mutart (Hamilton Teachers' Federation)
J. Jenkins (Chairman, Wentworth SEAC Committee)
B. Howard (Area 1 Supervisor)
W. Lane (Consultant, Area 1)
M. Martineau (Learning Resource Teacher, Ryerson)
J. Trovato (Psychological Consultant, Education Centre)
D. Hutton (Special Education Consultant, Area 3)

Officials Present:
J. Yurkiw (Assistant Superintendent, Special and Educational Services)
R. Adams (Co-ordinator, Special Education)

Mrs. Bishop called the meeting to order and asked for confirmation of the minutes of the last meeting.

Moved by Ms. Dalziel:

That the minutes of the 1989 04 19 meeting be approved as presented to the members.

CARRIED.

GENERAL

The members discussed the seating arrangement and it was suggested that another room be considered to enable members to sit in a square rather than down two sides of a long room, to facilitate discussion and input.

BUSINESS ARISING OUT OF THE MINUTES:

Members of Local Associations/Organizations

Hamilton Council of Home and School Association
Ms. Warren had nothing to report.

Association for Bright Children
Ms. Knol noted the last children's workshop would be held Friday night at the Royal Astronomical Observatory. The Association had its annual Provincial

meeting in Halton, with workshops attended by 400 people. The key note speaker was Dr. Keating from OISE who does not feel that the program and curriculum for gifted students meets the needs of the students, but rather the needs of the Board. There is a need to examine the delivery and content of curriculum.

Hamilton & District Society for Learning Disabled Children
Ms. Dalziel had nothing to report from the Society. She did report, however, that the Children's Developmental Rehabilitation Program had received word from the Ministry of Health that funding for the School Care Support Service Program was approved for the next year, with no change in funding. There has been no word on how administration of the funding will occur.

Down's Syndrome Association of Hamilton
Mrs. Oommen had nothing to report. She provided Mr. Yurkiw with information regarding an All Terrain Vehicle built by Westport Mobility Products in Elgin, Ontario.

Mrs. Oommen circulated an invitation to the Third Annual Recognition Night, held by "Operation Employability" on June 1st at 6:30 p.m., Glenwood School in Ancaster. The Steering Committee will no longer meet but the Industrial Education Council will be doing a feasibility study and fund raising to set up an employment resource council to provide advice and leadership to facilitate employment of students with disabilities. The focus will be on the relationship between the disabled and employers. Any interested volunteers would be welcome to contact Bob Phillip. Mrs. Oommen referred to the leadership of Ken Bennett and commented that the three School Boards have taken over responsibility for "Operation Employability".

Parents' Committee, CNIB
Mr. Foster noted that the W. Ross McDonald School has a co-op work experience program which is a credited course for secondary students and they would like this made known to visually impaired students in this Board. Mr. Foster then inquired if this Board has a co-op work experience program and he was assured the Board does and that it is available for exceptional students. Mr. Adams could not specifically recall if any visually impaired student has participated.

Mrs. Bishop suggested that a brochure about this program be brought to the next meeting for the information of the members.

Hamilton & District Association for the Mentally Retarded
Mr. Harwood had nothing to report. He inquired regarding the change in General Legislative Grants discussed at the last meeting and Mrs. Bishop assured him this item would be a matter for a future agenda.

Association for Children and Adults with Learning Disabilities
Mrs. Trott offered congratulations to Mrs. Bishop on her award from the Council of Exceptional Children for outstanding service on behalf of exceptional children. Mrs. Bishop thanked her and noted it was a reflection of her work with all the SEAC members on behalf of exceptional children.

Mrs. Trott circulated information from the Wentworth County SEAC regarding in-service for new members on May 25th, 7:30 p.m. at Fessenden School in Ancaster. (attached)

Mrs. Trott stated the Association has received $2,000 in funding from the Regional Municipality of Hamilton which will allow them to stay open for one more year. She also reported that they applied to the United Way and received $12,000 in funding. Mrs. Trott reflected on the money management abilities of the Executive to date.

Chairman's Remarks:

Mrs. Bishop reported that all the recommendations sent to the Board last month from this Committee, were approved.

Mrs. Bishop asked all members to consider priorities for the upcoming year and to submit any suggestions to Mr. Yurkiw's office prior to the next meeting. Suggestions will be discussed at the next meeting and become Agenda items for the next year. She noted vocational schools is the only major item left to address this year.

Mrs. Bishop noted Fred Neumann is coming to the end of his term as Administrative Assistant and offered her congratulations on his recommendation to the position of Vice Principal.

Mrs. Bishop informed members that it is traditional for the Board to provide an appreciation dinner for members at the June meeting. It is tentatively scheduled for 5:30 p.m., June 21st. Special Education Consultants will be invited and a video on Special Education will be shown following dinner. There was a short discussion about the location for dinner, and a suggestion that smaller tables be used. A notice regarding the dinner will accompany the Agenda mailing.

Mrs. Bishop circulated a brochure and registration form for a conference on Living Skills be to held on June 8th during Access Awareness Week.

Mrs. Bishop referred to the motion at the last meeting regarding the membership of the Canadian Cleft Lip and Palate Family Association. It was recommended that Mrs. Sophie Dennis be their representative on SEAC.

Special Education Review Report

Mr. Adam stated this is the completed version that will be forwarded to the Government. He thanked the committee for their understanding and trust in allowing the document to be finalized following last month's meeting.

Mr. Adam assured Ms. Trott that the report will be submitted with the recommendation of SEAC.

Mr. Yurkiw read a note from the Director indicating his congratulations on the Annual Special Education Review Report.

Guidelines Short Term Handicaps - draft

Mr. Yurkiw circulated a draft model of guidelines for the members' information and direction, noting this is the type of format he would like to follow.

Moved by Mr. Harwood:

That the SEAC committee extend the meeting deadline for 10 minutes in order to complete the Agenda.

CARRIED.

Report on Chedoke Research Projects
Mr. Yurkiw read a brief report from Mr. Neumann and explained that the information requested from the school is from teacher observation, their knowledge and awareness of the child, not information contained in the OSR.

Ms. Trott noted her concern was the permission form was not clear on what information would be provided and if anyone other than school personnel would have access to the OSR.

Mrs. Bishop suggested that in future, wording of permission forms from Chedoke give a clear idea of the purpose for which the permission is being given for.

Race Relations Document - Implications for Services/Special Education
Mr. Yurkiw highlighted several areas where the Race Relations document will have implications for Special Education.
General:
a) need to develop a bank of interpreters to deal with multi-lingual students and parents.
b) requirements to translate documents into various languages
He noted strong budget implications in the above areas.
Physical Services:
a) using first language testers for bias-free assessment.
b) deal with parents in their first language
Adjustment and Social Work:
a) more awareness in the community of our ESL programs
b) emphasize assessment centre as a friendship centre to allow students, parents time to acclimatize before any formal assessment.
Special Education:
a) bias-free assessment
b) growth of ESL programs
c) training of staff
d) multi-language issues
e) program implications for credits
Mr. Yurkiw emphasized the additional resources and types of assistance required in a multi-cultural society.

Members were asked to consider whether they would like to respond individually, or set up a sub-committee to respond on behalf of the SEAC committee. Mr. Harwood suggested that this item be placed on next month's agenda.

NEW BUSINESS:

PRIORITY AGENDA ITEM
Program Modification

Mrs. Bishop welcomed and introduced Wanda Lane, Special Education Consultant, Area 1 and Maxine Martineau, Learning Resource Teacher at Ryerson Middle School.

Mesdames Lane and Martineau made a joint presentation regarding Program Modification. They circulated a variety of commercial materials that have become available for use in modification of programs by teachers and LRT's; and materials and pamphlets compiled by themselves and other staff members. Mesdames Lane and Martineau explained the variety of strategies and approaches used under the headings of Materials, Techniques, Evaluation, and Timetable/Course Changes.

Mrs. Trott asked if these books were available in all schools. It was explained that many are in the schools already, but teachers can order them, or request copies of Board staff documents.

Ms. Lane stated that teachers receive in-service and that on June 13th from 4-6 p.m., the Area 1 Team is having a workshop for teachers regarding program modification strategies.

In response to Ms. Knol's question, Ms. Lane explained that she has responsibility in Area 1, but does not have responsibility for doing the program modification, teachers do. Ms. Martineau stated LRT's act more as a facilitator, working with the teacher to help the child. It was explained that there are consultants in each of the five Board areas.

Mrs. Oommen questioned at what point a decision is made to attempt a new technique or strategy. Ms. Lane noted any strategy takes time, results are not instantaneous. More than one technique may be used at one time.

Mrs. Trott asked if LRT's go to teachers with suggestions for modifications. Ms. Martineau noted it is a two-way street; teachers are aware of the children's needs and come for help. In further discussion she explained that teachers become more receptive after "modelling", but most teachers are receptive. Sometimes a child is withdrawn by the LRT.

Mrs. Trott commented on the quality of books available now.
Ms. Martineau responded that LRT's share material and ideas and encourage new LRT's to network such information.

Ms. Knol asked if the LRT's deal only with specially designated children. Ms. Martineau explained her first responsibility was to the exceptional children, but she was accessible to other children through the DART, or children with a particular problem. LRT's also offer enrichment for bright children as well as working with children with learning problems.

Ms. Knol referred to an article she had read which stated that if all learning disabilities were diagnosed 15% of children would have a special need. Ms. Martineau stated the percentage varies from school to school, but she sees approximately 70 children per week.

Ms. Knol asked if LRT's are reaching all the children who need assistance. Ms. Martineau noted that some children do not want assistance, but the majority do.

Mr. Harwood raised his concerns for the education system as Chris Ward (the Minister) wants to implement identified course structures, more homogeneous groups and asked about ramifications this would have for withdrawal and program modifications.
Mr. D. Hutton explained it was a difficult question to answer but he speculated the LRT workload would increase significantly as the course would be directed at the middle segment of the class.

Mr. Harwood asked if Mr. Hutton thought it was a good idea from the point of view of Special Education, and Mr. Hutton replied no.

Mrs. Bishop suggested that the committee express their concerns through the Board. Mr. Harwood agreed the concerns should be stated before the program change is implemented.

Mr. Foster asked if all middle schools have resource rooms. Mr. Adams replied yes, but they vary in size. Ms. Lane stated, wherever possible, LRT's work in the regular classroom.

Dr. Toby questioned if any consideration was given to the less flexible educational situations students will face after secondary graduation.
Mrs. Bishop stated she is currently on a community committee looking at this problem. The community committee hopes to bring out a brochure and hold a conference this fall. There is a person responsible for program modification at McMaster, and students with learning disabilities can take special exams. Mrs. Bishop noted Community Colleges have/will received 21 million dollars to address this issue and noted Mohawk College will graduate a deaf and blind student this year.

Ms. Trott added that her Association has a resource list of all universities in Ontario who accept students with exceptional needs.

In response to Mrs. Bishop's question, Ms. Lane stated she would be pleased to give workshops to member organizations.

Mrs. Bishop thanked Ms. Lane and Ms. Martineau for their informative presentation and their time tonight.

Behaviour Management, Area 3 Project

Mrs. Bishop introduced Mr. Trovota, Psychological Consultant to discuss a Behaviour Management pilot project in Area 3.
Mr. Trovota explained the program evolved 2-3 years ago and gave a brief history. He uses the mediation model for delivery of service to deal with the large number of cases being identified. The pilot project was proposed to all Areas, and accepted by Area 3 as a pilot program. The mediation model is applied through the DART and someone on the team assumes responsibility for monitoring and evaluating behaviour programs. Staff involved with this project have 24 hours of in-service regarding the behaviour program on what to do and how to evaluate strategies. He noted this training was completed in April and this

model is now being used in addressing behavioural problems in eight schools in Area 3. Mr. Trovota noted his direct involvement with children exhibiting particularly serious behavioural problems, such as aggression, or sleeping at the desk. He assumes direct responsibility for such cases as the technique required cannot be delivered by non-psychology persons. Mr. Trovota supplied statistics on the number of referrals per area, and the number of serious cases that he is directly responsible for, by area.

Mrs. Oommen noted the staff felt it was working, but wondered if the children had been asked. Mr. Trovota assumed it was working where children show an improvement in a particular skill or behaviour, or where a general reputation that tends to alarm people changes over time. He had not thought about actually polling the children. If children are asked if they liked the program, most tend to react positively. Children want to know they are making progress.

In response to Ms. Trott's inquiry, Mr. Trovota replied behavioural problems may include emotional behaviour and academic behaviour. He attempts to provide a setting that would stimulate appropriate behaviour.

Ms. Trott asked if there were specific schools that have higher rates of behavioural problems. Mr. Trovota replied he could not answer that question in such a limited time frame; there may be a pattern emerging, but nothing definite.

Ms. Trott inquired regarding parent permission, and Mr. Trovota noted it was important to have the parent's permission, and a large amount of participation is encouraged from the beginning. He attempts to meet parents every 2 - 4 weeks, more often if requested.

Ms. Dalziel asked if all the students seen by Mr. Trovota are deemed exceptional, and he replied no.

Ms. Dalziel expressed her concern that students may have other underlying problems and asked how these are identified. Mr. Trovota emphasized this would be determined through assessment. It is also important that he have a good family history and academic history. Intelligence is considered and then a study as to what is happening now, whether physical, emotional or academic and how it relates to the problem that has been identified.

In response to Ms. Dalziel's further questions, Mr. Trovota explained that staff in Area 3 are fairly well equipped to identify problem behaviour, but not by labelling. He promotes discussion of ideas and describing the child's behaviour rather than labelling it.

Ms. Trott noted her experience with learning disabled children and asked if a child is considered a behavioural problem, whether they are tested for a learning disability. Mr. Trovota said if this type of information was not available, it would be requested.

Ms. Trott asked how serious is a behavioural problem before it is referred to his attention. Mr. Trovota replied as serious as the school would define it. The school would have been through the DART process with the child, attempted modifications, and the problem still continues. He noted it is rare to see a

child with only one problem.

Ms. Knol expressed concern that often a behaviour problem is based on a learning deficit. Mr. Trovota noted learning deficits would probably be addressed before he is consulted.

In response to further questions, Mr. Trovota agreed that a lot of time is required by teachers, most of which is "front end" loading of knowledge and modifications, followed by monitoring the situation. .

Mr. Trovota assured Ms. Knol that he receives feedback from parents regarding other children with problems within their child's class. He hopes to eventually have parent groups to deal with general issues.

Dr. Toby was pleased that teachers were included in this process. He referred to the assessment package and asked if copies could be made available. Mr. Trovota agreed to provide Dr. Toby with a copy of the model.

Dr. Toby noted that aspects of behaviour, such as the child sleeping in class, could be caused by many sources, such as health, nutrition, etc. Mr. Trovota explained the background of the particular case and emphasized the involvement and commitment of the child's parent, physician, teacher and principal. He noted that the child is scheduled for assessment by a sleep clinic as an EG was abnormal and they would be looking for sleep apnea or chemical disturbances, etc.

Mr. Trovota explained for Dr. Toby that information on the behaviour problem will eventually be placed in the child's OSR.

Ms. Trott asked how many children had he recommended be tested for learning disabilities. Mr. Trovota noted that most of the children with behavioural problems have already been tested for learning disabilities before they are referred to him. Because they have been tested, does not necessarily deem them to be exceptional.

Mrs. Bishop felt the parent involvement and the team approach were important steps in dealing with behaviour problems. She hopes to ask Mr. Trovota back for an explanation of the long term evaluation of this pilot project. Mrs. Bishop extended her thanks to Mr. Trovota.

The meeting then adjourned.

Read and confirmed,

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Chairman

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INVITATION

WENTWORTH COUNTY BOARD OF EDUCATION

SPECIAL EDUCATION ADVISORY COMMITTEE

MAY 25, 1989 7:30 P,M.

FESSENDEN SCHOOL, 168 HURON AVE., ANCASTER

TOPIC: ROLE OF S.E.A.C.

PRESENTED BY LYN ZIRALDO

Chairman Provincial Association Advisory Committee (PAAC)

Vice Chairman of S.E.A.C York Region

Chairman Learning Disabled Association of Ontario Education Legislation Policy Committee

Executive Director of Learning Disabled Association York Region

Parent of two exceptional children

Recipient of Meritorious Award Elementary Teachers Association of York Region

Presidents Award for Distinquished Service from Learning Disabled Association of Ontario

Please join us for this in-service meeting. We welcome your input.

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HAMILTON PUBLIC LIBRARY
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MINUTES OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

1989 06 21

Present:	Trustee J. Bishop (Chairman); Trustee Desmarais; Mesdames Dalziel, Dennis, Masters, Oommen, Schram and Trott; Dr. Newberry; Messrs. Foster, Harwood and Ormerod; Dr. Toby.
Not Present:	Mesdames Knol, Mazza and Warren; Mr. Adamson
Also Present:	A. Mutart (Hamilton Teachers' Federation) B. Jazvac (Headmasters' Association)
Officials Present:	J. Yurkiw (Assistant Superintendent, Special and Educational Services) R. Adams (Co-ordinator, Special Education) F. Neumann (Administrative Assistant to the Superintendent of Curriculum, Special and Educational Services)

Mrs. Bishop called the meeting to order and asked for confirmation of the minutes of the last meeting.

Moved by Mr. Harwood:

That the minutes of the last meeting be approved as presented to the members.

Ms. Dalziel requested a correction in her Association name, and asked that her update be changed to read "There has been no change on how administration of the funding will occur."

The minutes as amended were put to a vote and **CARRIED.**

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Member Organization Update:

Mrs. Bishop introduced and welcomed Mrs. Sophie Dennis as a representative of the Canadian Cleft Lip and Palate Family Association.

Hamilton & District Parents of Physically Handicapped Children
Mrs. Masters had nothing to report.

Parents' Committee, CNIB
Mr. Foster will bring in a brochure regarding a transportation device for disabled. He reported the CNIB had received a grant and the summer program was in operation.
Canadian Hearing Society
Mr. Ormerod had nothing to report.

Dr. Newberry inquired if the Society was actively involved in the Ministerial study on Education of the Hearing Impaired Child. Mr. Ormerod replied that the Society is heavily involved, but anticipates the first draft, expected in July, will be delayed.

Augmentative Communication Collective
Ms. Schram had nothing to report.

Hamilton & District Society for Disabled Children
Ms. Dalziel had nothing to report.

Down's Syndrome Association of Hamilton
Mrs. Oommen reported that the Annual meeting was held May 30th, with speakers describing the Hanen Program. The Association hopes to set up a course this fall on the Hanen Program, and she welcomed inquiries from members. June 18th was the Association's Family Picnic.

Mrs. Oommen noted an article in the Star, June 10th (attached) in which Hamilton won a national Five-Star Award during National Access Awareness Week, for the Board's policies on integration.

Operation Employability Update: Mrs. Oommen attended the Recognition Night held on June 1st and noted some students have had three work placements under this program.

She questioned if Special Education is planning to budget for another Job Coach and Mr. Yurkiw responded there will be a review of the program, and additional resources will be discussed. Mrs. Bishop agreed that this item could be placed on the Agenda for discussion following the Annual Review.

Ontario Psychological Association
Dr. Toby had nothing to report.

Association for Children and Adults with Learning Disabilities
Mrs. Trott noted the Resource Centre in Fairview School would be closed June 29th until the first week of September.
She expressed her pleasure at the number of teachers who attended the last general meeting, and the interest shown by them in the presentation given by Dr. Mahoney.

Canadian Cleft Lip & Palate Family Association
Mrs. Dennis had nothing to report.

Headmasters' Association

Ms. Jazvac asked about the possibility of a representative regarding adolescent behavioural problems. Mrs. Bishop was unaware of an Association that would represent this particular type of behaviour that would meet the requirements for voting membership on the SEAC committee; she welcomed any suggestions.
Dr. Newberry cautioned that behavioural problems could be the result of hyperactivity, deafness, autism, or schizophrenia, and noted solutions would not apply to all children with behavioural problems. She wondered if Dr. Toby could represent these children.

Hamilton & District Association for the Mentally Retarded

Mr. Harwood reported that the Association is considering a name change, and that Senior Executive Director Bill Tolman is retiring.
He again asked that General Legislative Grants be considered for an Agenda topic, and Mrs. Bishop assured him it would be on a Fall Agenda.

Chairman's Remarks

Mrs. Bishop circulated copies of a memo that she presented to the Personnel & Organization Committee regarding Learning Resource Teachers for members' information.

Race Relations - Implications for Services/Special Education

Mrs. Trott inquired as to the reason for this document being drafted, and was assured this was not the result of a complaint, but rather by a motion of a former trustee.

In response to further questions, Mrs. Bishop explained that both the questionnaire and document have gone to churches, and as many ethnic groups as could be identified in the community. These responses will be assessed over the summer. Mrs. Bishop stated that further information could be made available to SEAC members after the summer work had been completed.

Mr. Harwood questioned why the report was brought to SEAC, and several members noted their interest in the document. Mrs. Bishop and Mr. Desmarais stated that as an Advisory Committee, SEAC members' input was appreciated.

Following further discussion, it was:

Moved by Dr. Toby:

That the SEAC committee endorses the Draft document, Towards Race Relations and Ethnocultural Equity - A Working Paper.

Mr. Harwood clarified that he appreciated receiving the document, but would like more information to be shown on the Agenda regarding enclosures as to what kind of response or direction was expected, such as "for endorsement", "discussion", or "information", to be shown on the Agenda.

Mr. Desmarais reminded members that documents marked draft could be discussed with the member organization, with those suggestions being brought back to committee.

The motion was put to a vote and was **CARRIED.**

Annual Report
Moved by Mr. Desmarais:

That Mr. Foster assume the Chair to enable Mrs. Bishop to present her Annual Report.

CARRIED.

Mrs. Bishop noted this was the third Annual Report, prepared to communicate to and give the Board an overview of the activities of the SEAC committee. She reviewed the report with the members and welcomed discussion and any suggestions for change. She noted she had inadvertently omitted a motion from the December meeting regarding the All-Terrain Vehicle.

In response to Dr. Newberry's question, Mr. Adams explained that the in-service Consultant mentioned was Mr. Ed Weins, who has excellent process facilitation skills.

Dr. Toby questioned the difference in the Gifted numbers quoted in Table 1 and Mr. Adams noted these were 1987 statistics and that this Board does not have a withdrawal program for Gifted students.

Dr. Newberry asked if it was this Board's intention to close any gifted self-contained classes, and Mr. Adams replied no. Gifted students will continue to have the choice of a self-contained program, or extra resource help in a regular classroom in the elementary or secondary level.

In response to Mrs. Trott's inquiry, Mr. Adams confirmed no SLD classes would be closed this year.

Several members expressed concern that the figures and percentages in the Tables (Hamilton vs Ontario Boards) would be cause for alarm as they seemed to indicate that Hamilton was behind the provincial statistics. Mrs. Bishop agreed that they may indicate a problem, and it was her intent to bring this concern to the attention of senior management through this report.

Mr. Adams cautioned that in comparing Hamilton to all Boards, you are comparing Boards whose policy is "no self-contained classes" rather than the spectrum of services offered by the Hamilton Board.

Mr. Ormerod questioned if the difference in identified students could be due to funding, and Mr. Adam explained that funding is on a per population basis, rather than identified exceptionalities.

Mrs. Oommen asked that the section referring to Operation Employability be reworded as the Steering Committee no longer exists. She further suggested that the report include mention of the Five Star Award recently given to Hamilton.

Moved by Mrs. Bishop:

That the Annual Report as amended be accepted.

CARRIED.

Dr. Newberry commended Mrs. Bishop on an excellent Annual Report.

Priority Agenda Items
Mrs. Bishop referred to the List of Priorities and members made the following suggestions

- #11 (add) - Programming and Placement of Low Functioning Students
  - the intent is not to just include students deemed developmentally delayed, but other exceptionalities such as physically handicapped, as well as low level.
- it was agreed that proposals #8 and #11 be placed on Agendas early in the Fall due to time lines.
- # 7 - to read Identification, Placement and Review **Committees**
- #2 - Change to read: Methods to determine exceptionalities
- #1 - to read **students** rather than study.

Mrs. Jazvac asked that the interface of information for exceptional students between elementary, middle and secondary schools be considered a topic for discussion. Mrs. Bishop agreed to include this as an item on a future agenda.

Mr. Adams agreed that the interface of information was a problem three years ago, but now secondary schools look for exceptional students who require IPP's, and their OSR's follow them through to the secondary level. He noted some middle schools now send a list of exceptional students to the secondary school.

Mr. Yurkiw also noted that exceptional students moving between Boards, as experienced at Georges-P.-Vanier, may not be deemed exceptional by their new School Board.

It was noted that the topic of Race Relations (further information) and the Deaf Education Review would be topics placed under Business Arising Out of the Minutes, rather than Items under New Business.

Accessibility Report
Mr. Neumann reviewed the report with members and welcomed their questions and suggestions.

The following suggestions were made:

- include the definition of Category A - B - C and D type schools.
- include Ministry Checklist
- include the eight recommendations from the 1987 Report
- include annual statistics regarding children in Special Education
- add proposed tracking mechanism

Moved by Ms. Dalziel:

That the SEAC committee continue to meet past the 21:00 hrs. deadline.

CARRIED.

Moved by Ms. Dalziel:

That for all major renovations and new buildings, there be consultation with experts in the Board and in the community regarding accessibility.

Ms. Dalziel expressed her concern that the recommendation made at last year's meeting about Accessibility to obtain consultation was not being considered. She will bring a list of community people with expertise regarding accessibility.

It was decided to invite Mr. Orlando to the September meeting to address members' concerns regarding accessibility and exact procedures.

Mrs. Dennis further suggested that whenever the Accessibility Report is presented, that Mr. Orlando attend. Mr. Desmarais agreed.

Ms. Dalziel agreed to table her motion until the September meeting.

Assistant Superintendent's Report

Life After Age Twenty-One for the Disabled

Mr. Yurkiw noted the document is a draft working paper from a sub-committee of the Minister's Advisory Council on Special Education of which Mr. Beveridge is a committee member, and was attached for the members' information.

Mrs. Masters referred to the use of wording such as trainable retarded/disabled student/severely impaired, and wondered if this document pertained to the physically disabled or the intellectually handicapped.

Mr. Yurkiw noted it was all encompassing; that it is the extended needs of any disabled individual beyond the age of 21, with a focus on continuing funding for education.

Mrs. Masters asked if students integrated into the school programs, such as Sherwood, could continue in a regular adult program.

Mr. Yurkiw noted there is a difference in funding. Students in a credit program are funded, whereas students in training programs, such as life skills are not.

In response to questions by Mrs. Masters, Mr. Yurkiw explained that the number of adults returning to Adult Day Courses has required consideration of their needs and issues such as guidance and counselling. He was not aware of any requiring physical assistance.

Mr. Adams noted, currently, testing is not available such as an IPRC.

Mrs. Masters stated that students at Sherwood have been asking what is going to happen after age 21. Mr. Yurkiw replied that if they are taking a credit program, it is his understanding that it would not be a problem. He offered to check and clarify this for Mrs. Masters.

Mrs. Bishop noted that Mohawk College has received funding for attendant care to enable disabled students to attend classes.

Transportation
Mr. Yurkiw reported that the year end Transportation Report would be available in the Fall.

Updates:

National Access Awareness Week Video
Mr. Yurkiw stated that a video "Man Alive" will be available to borrow through the Board Video Library. It is a CBC video on National Access Awareness Week and deals with and promotes awareness of the disabled. He suggested the committee might want to preview the video at the September meeting.

Fire Drill
Mr. Yurkiw reported that the Fire Drill is still with the Fire Marshall's Committee and he hoped to have it in place by September.

Special Employment Project
Mr. Yurkiw reported that the draft proposal on employing disabled adults after age 21 has met opposition with the Educational Assistants' union who are concerned about job loss. Discussions will continue.

All Terrain Vehicle
Mr. Yurkiw reported that the information submitted by Mrs. Oommen at the previous meeting was the same dealer who was no longer in service.

The meeting then adjourned.

Read and confirmed,

....
Chairman

cv

THE STAR - June 10th, 1989

Communities feted for helping disabled

By Susan Reid Toronto Star

Richmond Hill, Hamilton, a little town in Newfoundland, and the nation's capital have won national awards for making their communities more accessible to people with disabilities.

The Five-Star awards, which were to be presented today in Vancouver to 16 communities, capped National Access Awareness Week.

In this first year of the Five-Star Community Award program, communities were asked to submit information on how they have made transportation, housing, employment, recreation and education more accessible.

Wabush, Nfld., Castlegar, B.C., Kitchener and Hamilton won awards for education. Richmond Hill, Edmonton, and Wynyard, Sask., won for transportation.

Surrey, B.C., Ottawa, Fredericton, N.B., and Port Alberni, B.C. won for recreation, while West Vancouver and Vancouver received honorable mentions in the same category.

Ottawa won for employment. And Peterborough and Kitchener won for housing.

The city of Toronto didn't submit information.

Richmond Hill was commended for its special transit service, its municipal advisory committee on transit for people with disabilities and its support of an accessible taxi program.

Wabush, Nfld., was commended for a program now in its 10th year. The program integrates disabled children in the school system, with more than 200 volunteers acting as teachers' aides and the whole community raising funds.

The school in the community of less than 5,000 has a ramp and a lift.

Hamilton was chosen for its school boards' policies on integrated schools. McMaster University and Mohawk College were also commended for their services for disabled students, including reader services, sign language interpreters and attendant care.

Ottawa was picked for its employment equity program and recreation programs for people with disabilities, including a volunteer support program that helps to integrate disabled children in general programs.

The awards were sponsored by the federal Department of the Secretary of State, the Federation of Canadian Municipalities and the Awareness Week committee.

No community won the top award, which would have required meeting the criteria in three of the five categories.

SPECIAL EDUCATION ADVISORY COMMITTEE

DRAFT ANNUAL REPORT
June 1988 -1989

TO THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

The Special Education Advisory Committee of the Board has continued to meet on a regular basis in the past year, with full agendas. They have not been as long as in some former years, as by motion in January, the committee agreed to adjourn at 9.30 p.m. We have been pleased to have as regular observors G. Perrault and B. Jazvac (Head Masters Association), A. Kunc (Hamilton Principal's Association) and A. Mutart (Hamilton Teachers Federation) who have assisted us in our meetings. We have also welcomed some new representatives to our Committee, from Home Care, and from the Hamilton Communication Collective. We were sad that two long serving members, who had great interest in children with special needs, Dr. Jacobs and Trustee Baskin, left the committee this year. The Committee has conducted a further in-service for members and observers regarding the mandate and organisation of the Committee and Special Education in the Hamilton Board. The Committee has also been able to resolve the manner in which reports from SEAC are to be presented to the Board; the committee chairperson, whether a trustee or from the community, makes the presentation to the appropriate committee. The major work of the Committee at meetings and in motions sent to the Board is summarised at the end of the report.

1988 -1989 has been an important year for Special Education in the Hamilton Board. The new mission statement of the Department changes the emphasis on the delivery of special education programs to the school. The re-organisation of the Board has also shifted decision making away from the system.

New Mission for Special Education

The new mission statement is that:

> The Special Education Department believes in an educational system which is based on an intervention model that recognizes the unique characteristics of all learners and which is delivered within the most natural, enabling environment.
> (The Special Education Department's outline of an Intervention Model for the Decentralized '90's.)

Development of the Present Model

When the first 1982 survey of special education programs was completed for the Ministry of Education, the Special Education Department was serving 6.0% of the total elementary

school population in self contained classes. There were extremely limited resource withdrawal programs, and, outside of the Vocational Schools, no programs at the secondary level. Since then a wider spectrum of services has been developed.

Special Education in Hamilton and Ontario in 1987

The most complete figures of students being served by Special Education are those for 1987. These are shown, with Ontario wide figures for comparison, in Tables 1 and 11.

TABLE 1
Enrolment of Exceptional Pupils at the Elementary Level by Program

	Hamilton		All Ontario Boards	
Exceptionality	Self Contained	Resource Withdrawal	Self Contained	Resource Withdrawal
Behaviour	47	16	2953	2630
Autistic	5	1	150	111
Hearing Impaired	36	1	571	628
S.L.D.	325	254	14110	26249
Speech	62	4	1983	4696
Gifted	236	-	5085	11925
G.L.D.	523	107	9457	3840
Vision Impaired	-	2	92	250
Physically Handicapped	24	5	161	564
Assessment	11	3	1226	754
Total	1269 (5.1%)	393 (1.3%)	35,788(3.0%)	50,358 (4.3%)
Total enrolment	24,770		1,184,288	

N.B. figures do not include T.R and Section 25 students
(Figures for the Hamilton Board from Fourth Ministry of Education Review 1987 Part 11 B. Ministry Data Forms and for all Provincial Boards from EDucational Statistics Ontario 1987 Table 4.80 and Table 4.14)

TABLE 11

Enrolment of Exceptional students in Secondary schools by Program

Exceptionality	Hamilton		All Ontario Boards	
	Self Contained	Resource Withdrawal	Self Contained	Resource Withdrawal
Behaviour	-	8	762	2371
Autistic	-	-	27	22
Hearing Impaired	-	7	158	337
S.L.D.	-	132	2672	15904
Speech	-	-	42	523
Gifted	26	15	3565	5755
G.L.D.	-	281	5777	3338
Vision Impaired	-	2	17	168
Physically Handicapped	8	13	107	382
Assessment	-	-	453	479
Total	34 (.2%)	458 (3.4%)	13,580,(2.10%)	28,857 (4.5%)
Total enrolment	13,658		632,027	

N.B. figures do not include T.R and Section 25 students (Figures for the Hamilton Board from Fourth Ministry of Education Review 1987 Part 11 B. Ministry Data Forms and for all Provincial Boards from EDucational Statistics Ontario 1987 Table 4.80 and Table 4.14)

Table 1 shows that the Hamilton Board is still providing most of its special education programs for exceptional students in self contained programs at the elementary level. The opposite is true for the province as a whole. The Board has slightly less students designated as exceptional than is true for the province.

At the Secondary level, only 3.6% of the total secondary enrollment has been deemed exceptional, compared to 6.6% of the whole provincial secondary enrolment.

Table 111 shows a similar difference between remedial programs in the Hamilton Board, and those in the Province. Proportionately more students are seen province-wide(10.1%) at the elementary level than in Hamilton (7.1%). Only at the

secondary level are proportionately more students serviced (4.5%, a quarter of which came through the secondary GLRT) than for the Province (2.3%).

TABLE 111
Non- exceptional pupils enrolled in remedial and speech correction programs

	Hamilton		All Ontario Boards	
elementary	1,775	7.1%	120,584	10.1%
secondary	613	4.5%	14,599	2.3%

(Figures for the Hamilton Board from Fourth Ministry of Education Review 1987 Part 11 ,non-exceptional students being served by LRT, GLT, FLRT, and Speech Pathologists, and for all Provincial Boards from EDucational Statistics Ontario 1987 Table 4.87).

Special Education since 1987

The current situation of special education has not changed markedly since 1987. There has been a continued growth of school based resources. In 1988 there was no overall reduction in self-contained programs as 7 G.L.D. and 2 T.R.classes were closed but 9 new S.L.D. classes were opened. In 1989 five self contained classes were closed (1 auditorily impaired, 2 GLD, and 2 TR) and two new programs were opened (1 autistic, and 1 elementary Gifted). So the overall balance of the special education programs at the elemntary level remain in self-contained programs, or in the 19 new resource rooms.(1)

Changes Required to Achieve the Mission Goals

There will need to be further closures of self-contained classes, with the following:

- Adequate Learning Resource Teacher support.
- In-service for regular teachers.
- Good individual pupil plans with clear goals and strategies
- Strengthened support for composite secondary schools.
- Well functioning Diagnostic and Remedial teams.

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1 Figures taken from the Fifth and Sixth Annual Reviews of Special Education, 1988, 1989.

SEAC activity in these areas:

Adequate Learning Resource Teacher Support.
A motion from SEAC about the situation in one middle school led to a review by the system of the needs of middle schools for full time Learning Resource teachers. SEAC awaits the report of the Committee studying the role of Learning Resource teachers with interest.

Inservice of Regular Teachers
The Committee has welcomed the services of a consultant whose role is to facilitate in-service.The role of consultants and Learning Resource teachers in assisting staff to modify their programs was a priority agenda item. The Committee will continue to review in-service next year.

Individual Pupil Plans with clear Goals and Strategies
The Committee favours their development by a team including the parent of the child. SEAC is pleased that a committee has been examining IPPs and awaits the report with interest.

Strengthened support for Composite Secondary schools.
Programs in Hamilton appear to be serving fewer exceptional students than those across the Province. SEAC over the years has expressed concern in this area, and secondary assistance at the composite and the vocational levels have been almost yearly topics on the agendas. Resource support may need to be strengthened. For example, there is only one psychological consultant to serve all the 12 composite high schools, and an upper limit, regardless of exceptional students, of 2 Learning Resource teachers per secondary school.

Well Functioning School Diagnostic and Remedial Teams
In 1988 SEAC initiated a survey of DARTs and this year a member has sat on the DART Review Committee. A report of the committee is expected shortly.

'Mainstreaming, when executed properly, is no less expensive than resource or self-contained models'.(2) The Board is requested to consider further resources to carry out effective school-based special education programs.

Special Education and the Reorganisation of the Board

In the previous annual report it was reported that SEAC had been active in studying the implications of re-organisation. This year reorganisation and the effects on accommodation issues were

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2 Doreen Kronick 'The Regular Education Initiative' National (Learning Disabilities Association of Canada)1989 Vol XXV, No.4. p.6.

raised with the Accommodation Committee. A commitment towards the goal of area based programs was accepted by the committee. SEAC hopes to hear from each Area about its special education initiatives in the coming year.

Concerns have been raised concerning the importance of consistent overall standards for special education programs. A continued major need is to be able to measure outcomes of programs, especially as they become dispersed through the system. The continued development of a computor data-base of special education information is welcomed by SEAC. The collection of special education statistics through Research Services, required in September 1989 as part of the student enrolment figures for the Ministry, should provide accurate and valuable figures of where exceptional students are being served.

Other Concerns: Transition from School to the Community

The preparation of exceptional students for the world beyond school has been a frequent topic over the years. Frances Oomen has been sitting on the Steering Committee of Operation Employabilty for SEAC. The acceptance by the Board of the responsibilty for a job coach was important for the continuation of this job experience program. SEAC welcomes the development of the Steering Committee into a community Employment Resource Committee. A recommendation to use IPPs in secondary schools to plan for work or further education after school was passed to the committee studying IPPs. SEAC was pleased to endorse proposals for a Special Employment Project for TR adults. This whole area is one where SEAC looks forward to working with officials to develop further initiatives.

Summary of the Major Topics of Meetings

September 1988		
	Transportation of Exceptional Pupils	S.Wilson
	English as a Second Language Program	N. Nunes
October		
	Operation Employability	
	New Model for Special Education	R.Adams
	Child Care provided by the Board, and Special Education	
	Superintendent's Report	
November		
	Inservice and Special Education	R.Adams
	Information to Secretaries about Special Education	
	All Terrain Vehicles	
	LRTs in Middle Schools.	
December		
	Financing of Special Education	G.Rutledge
	Accommodation and Special Education	R.Adams

Deaf Education Review P.Beveridge

January

Report from the Director

February

French Immersion and Special Education J. Hill
Orthopaedically Handicapped Students R.Adams
Home Care Services V.

March

Transitions from School to Employment
Short Term Disability -- Guidelines
Proposed Special Employment Project

April

Annual Review ofd Special Education for the Ministry of Education.

May

Modifications of Programs for Exceptional Pupils W. Lane
Behaviour Management J.Trovato

June

Annual Report to the Board
Accessibilty Report

Motions to the Board

October

That the attached report on child care be forwarded to the Development Committee, along with the thirteen recommendations contained therein. (Passed by the Development Committee to the Officials for their response)

That the Special Education Advisory Committee recommend to the Board of Trustees that the programme, Operation Employability, be incorporated into the education system of the Hamilton Public Board of Education where it will become an option available to met the needs of the young people who have different types of disabilities. We recommend that if this motion is passed, that there will be no gap in provision of service following the discontinuation of funding from the Job Futures Programme which finnishes in December 1988.(passed)

November

That due to the large number of identified exceptional students at Dalewood, SEAC requests that appropriate extra staff be considered.(Passed

and a full time LRT there and at other middle schools was procured)

April

That the present committee evaluating the writing of IPPs consider the adoption of Student Transition Plans within the present IPP framework, for exceptional students in Secondary Schools, to prepare them for employment, community living and/or further education; and that the committee include community resources personnel and parents for developing this plan. (Passed)

May

That officials bring a report to SEAC regarding the changes in the 1989 General Legislative grants for the Provision of Special EDucation Programs and Services and the implications of these changes to the Special Education program.

That guidelines be formulated to cover situations involving short term disability.

That the Board of EDucation invite the Canadian Cleft Lip and Palate Association to sit as a member on the SEAC committee.

That the Special Employment Project (joint project of the Hamilton Board of EDucation and the Hamilton and District Association for the Mentally Retarded) receive SEAC endorsement.

That the SEAC committee endorse the Special Education Review Report and request approval for submission to the Ministry.
(All passed)

The work of the Committee has passed smooothly this year with excellent working relationships with all the staff involved. The Superintendent of Special Education and Special Services has been supportive of the Committee's work. The Commitee looks forward to more joint work with staff and trustees for the good of students with special needs.

Respectfully submitted
Judith Bishop.

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GOVERNMENT DOCUMENTS

MINUTES OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE
1989 10 18

Present: J. Bishop (Chairman), Trustees Desmarais, Mulholland and Clarke; Mesdames Dalziel, Dennis, Knol, Mazza, Oommen, Trott and Schram; Messrs. Foster and Harwood.

Not
Present: Mesdames Masters and Warren, Mr. Adamson; Drs. Newberry and Toby.

Also
Present: A. Mutart (Hamilton Teachers' Federation)

Officials
Present: P. Beveridge, Superintendent of Curriculum, Special and Educational Services
G. Rutledge, Controller
R. Adams, Co-ordinator of Special Education
J. DiLiberto, Administrative Assistant Curriculum and Special and Educational Services
S. Wilson, Transportation Officer

Mrs. Bishop called the meeting to order and asked for confirmation of the minutes.

Moved by J. Harwood:

That the minutes of the 1989 09 19 meeting be approved as presented.

CARRIED.

Mrs. Bishop commented on the video viewed prior to the meeting and received a consensus to continue with the videos prior to SEAC meetings.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Member Organization Updates:

Hamilton and District Association for the Mentally Retarded

Mr. Harwood anticipates a change of Association name following the next Directors' meeting. Mr. Brian Shields is now the new Director.

Mr. Harwood tendered his resignation as a member of the committee to allow Dr. Dan Marshall to take his place on SEAC. It was pointed out that Dr. Marshall would not have voting privileges until he had been appointed by this Board as an official representative.

It was agreed:

That Dr. Dan Marshall be recommended as the representative of the Hamilton and District Association for the Mentally Retarded on the Special Education Advisory Committee.

Down's Syndrome Association of Hamilton
Mrs. Oommen stated a Christmas party will be held on the second Saturday of December.
The last Steering Committee meeting of Operation Employability was held in July. A new committee is being formed in the community to look at partnership between employers and exceptional people who would like to work.

Association for Children and Adults with Learning Disabilities
Mrs. Trott reported that the next general meeting is Thursday, 1989 10 19 with guest speaker Pat Hatt. On November 28th, 7:30 p.m. Ava Nichols will be the guest speaker. Both meetings will be held at the Education Centre.
Mrs. Trott is a member of the Disabled Persons for Employment Equity and they are asking anyone involved with minority groups to write to David Peterson to encourage mandatory equity legislation. She had a sheet of information to share with anyone interested.

Mrs. Trott asked about the SLD class at Westmount, and it was explained that this class is an attempt to bridge the elementary to secondary transition. It is an elementary program, but some of the students can take a Grade 9 subject while continuing with Grade 8 studies.

Association for Bright Children
Mrs. Knol will have information for next meeting regarding workshops and speakers. She will attend a review committee meeting for the gifted program next week and will replace Mrs. Masters as the SEAC representative on that committee.

Augmentative Communication Collective
Ms. Schram reported that a meeting was held in September and that 65 people are participating in the Beginners' Signing Course. The intermediate program was cancelled due to low numbers. The International Society for A.C.C. is holding its bi-annual conference in Sweden next summer. To promote people using augmentative communications, they will try to sponsor someone from the area to attend. Students in the school system will be involved in an essay contest.

Hamilton & District Society for Disabled Children
Ms. Dalziel had no report.

Parents' Committee, CNIB
Mr. Foster presented Mr. Adams with a parents' abuse package used by the CNIB as resource material.

Canadian Cleft Lip & Palate Family Association
Ms. Dennis reported the CCL&PFA has joined with the About F.A.C.E. group and is now the Hamilton and Area Chapter of About F.A.C.E.

Ms. Dennis reported that the Ontario Human Rights Commission has a publication re accommodation requirements for persons with disabilities, both in housing and employment. Copies are available at the 119 King Street West office of the Commission.

Hamilton-Wentworth Home Care
Ms. Mazza had no report.

CHAIRMAN'S REPORT
Mrs. Bishop reported on the following items:

a) The Accessibility Report was discussed and well received at the Board.
b) Mr. Orlando, Supt. of Plant, has agreed to include Ms. Dalziel and Ms. Mazza in the planning stage of schools.
c) Mrs. Bishop circulated final figures on Special Education costs that she had compiled but noted that they do not include such costs as salaries, maintenance and building costs. (attached)
d) Mrs. Bishop referred to the draft copy of the Diagnostic and Resource Team (D.A.R.T.) Referral Procedure attached to the Agenda. She noted this is for the members' information and is an attempt to upgrade the process throughout the system.

Mr. Beveridge confirmed that this draft copy has been circulated to all area offices for review by principals and he expects to collect response data by October 31st. Their suggestions will be incorporated and it is anticipated the implementation date will be January, 1990.

Mrs. Trott found the document very interesting, an excellent step and thought that, in its final form, it would dispel a lot of misinformation. She referred to Page 2, Stage 1 and it was explained that the Board has seven social workers in compensatory schools.

The following suggestions were made:
- page 3, box 2 - include, give a pamphlet re DART process to parents at meeting.
- page 3, box 14 - expand to include whether concerns have been resolved or not when parents provided with an outcome of the meeting.
- that parents receive a copy of the DART record card, so that they would have the same information about concerns, strategies and decisions.
- that parent information regarding the meeting include a list of the names of officials in attendance
- Stage II of DART, box 16, when the answer is yes, recycle back to box 3. Include "share information with parents" at box 3 (though shown in box 4)
- include an arrow showing the direction of the levels of use, 1 through 5 for easier understanding.
- include a preamble for parent information setting out goals and aims of the process.

Mr. Harwood asked if, in gathering this information, it will be possible to tell at which level of use a school is in the DART process. Mr. Beveridge explained this was a curriculum term, meaning level of sophistication in procedure. These five levels are to be used as a guideline by schools to improve their DART process. It is part of management expectation and professional responsibility that encourages principals to improve their school level.
Further, Mr. Adams stated that the Special Education Department monitors the situation.

Mr. Harwood was concerned that a child at one school would have the opportunity to have their individual differences accommodated, while a similar child at another location would not. Mr. Beveridge stressed that there is always a responsibility to provide a suitable and appropriate program.

As a Learning Resource Teacher, Mr. Mutart stated that the recommendations from a meeting are summarized for parents, but he encouraged a written summary.

e) Mrs. Bishop referred to the Race Relations working paper. A summary of the

responses is expected to be presented in December to the Board.
f) A draft policy relating to child care has been developed.
g) The Province has promised funding for full day kindergartens and the Board is beginning to study the implications re space, program, etc.
h) Mrs. Bishop stated she had contacted Mr. Ormerod and thinks she has persuaded him to continue as a non-voting member representative.

NEW BUSINESS:

Transportation
Mrs. Bishop introduced Miss Sue Wilson, Transportation Officer who presented the second annual Transportation Report. Miss Wilson reviewed the report with members and noted an increasing problem of parent absenteeism at the time designated to return students home. When a parent is not home, the driver contacts the Transportation Office who then refer to the Student Information System for alternate drop off locations. In two instances, the children were left with the Children's Aid Society.

Mr. Harwood thanked Miss Wilson from the parent's view. He appreciated the driver coming to the door, not just dropping the child off and further appreciated the use of a supervisor on the bus. He felt that parents abusing this privilege should be penalized or denied transportation.

Miss Wilson responded that she did not have that authority, and Mr. Beveridge stated that parents would be denied transportation only in very extreme circumstances.
It was explained that children bused to Maple and Belleville are attending provincial schools. Further, the 400 Kindergarten children that are bused in Hamilton all live over one mile from the school.

Mr. Foster asked why hearing impaired students that attend E. C. Drury School in Milton are transported by the provincial school and students attending W. Ross MacDonald are not transported by the provincial school on a daily basis. Mr. Adams thought this was based to some degree on program. Further, most children attending Milton are secondary, while W. Ross MacDonald handles younger children.

Mr. Foster asked for further information regarding the transportation of the hearing impaired which is paid by the province versus the transportation of the visually impaired which is paid by this Board.

Mr. Foster was supportive of the transportation and drivers, but stated that their bus contains no luggage rack and often school bags, etc. are blocking the emergency exit. Miss Wilson offered to check out this problem.

Mr. Desmarais inquired if the bulk of the 49 occurrences in which parents were not home to receive children happened in the beginning of the year and tapered off as the year proceeded. Miss Wilson responded that these occurrences happened throughout the year, but she was alarmed to have had 15 such occurrences already and was also concerned that it may continue to grow. Parents are contacted by the Transportation Department, but some show little concern about the situation. Miss Wilson has conveyed this concern to principals. She clarified for Mr. Desmarais that if the taxi arrives early to drop off the child and the parent arrives at the normal drop off time, that these instances are not included in this tally. Further, if a child sleeps in, a second vehicle is not sent to the home.

Mrs. Oommen suggested that a child not be accepted for transportation until an alternate address is made available to the Transportation Dept. Miss Wilson noted it was now possible to get information from the Student Information System in case there is a different name or number than that on the Student Information sheet in the Transportation office.

In answer to questions, Miss Wilson responded that only children whose parents have informed the Transportation office and the principal may use keys.

In response to Ms. Mazza's question, Miss Wilson replied that the supervisors on the buses do not have any special requirements though discipline techniques and bus safety are reviewed. Many of the bus supervisors are also lunchroom supervisors. Bus supervisors are used on regulation school buses carrying JK and SK children. Middle school transportation does not involve a supervisor, however a chaperon accompanies trainable retarded students in their vehicle.

Ms. Dalziel appreciated the report and sympathized with the no show parent problem. She felt it was symptomatic of the two-income family. She asked if a fee could be charged to the parents for these occurrences.

Miss Wilson noted that some carriers impose an extra charge if the driver is tied up over an hour, but she has met with little success in asking the parents to cover the extra charge. Both she and Mrs. Bishop admitted that charging the extra fee officially would affect our transportation subsidy.

Ms. Dalziel asked if any problems had been experienced regarding the tie-down of the newer electric wheelchairs for young children in school buses, but Miss Wilson was not aware of one.

Ms. Dalziel asked about accidents as she was concerned about vehicle maintenance; Miss Wilson assured her there had been no serious accidents, though there had been a few in which minor injuries were sustained.

A discussion followed regarding seat belts. Their drawback was noted in the event of an emergency evacuation of the bus, and the controversy of lap versus shoulder belts.

Ms. Dennis suggested that parents be made aware of the Board's use of the Children's Aid Society when no one was at home, and felt this would be a deterrent.

Mr. Harwood suggested that arrangements be made to deliver children to a day care centre at the parent's expense. Further, that no child be transported without a form filled out designating an alternate. He cautioned that this could become an explosive situation.

Mrs. Bishop referred to the new mini bus for transportation of Trainable Retarded students and asked if it has increased the length of time students spend on the bus.
Miss Wilson stated she tries to have no more than eight children at one time, to keep transportation time under the hour. She has received no complaints back from the parents, and notes all the children arrive and leave together. Further, this same vehicle and driver are used for swimming and roller skating trips.

Miss Wilson stated she has two excellent staff and the Transportation Office is open between 8 a.m. and 5 p.m.; parents are given the direct number to an

answering machine for after hours.

Mrs. Bishop thanked Miss Wilson for the presentation of the Annual Transportation Report.

It was agreed:

That the Transportation Annual Report 1988/1989 be received for information.

Special Education Grants
Mrs. Bishop introduced Mr. Greg Rutledge, Controller. Mr. Rutledge reviewed the report with the members and explained the two equations on which grant funding is based.

Mr. Rutledge explained that equation B is basically a fixed item, but any increase to equation A would be reflected in an increased grant. As Hamilton has a large assessment base, it receives less from the government than a rural board.

He cautioned that the implication of the changes in the General Legislative Grants is to reduce the visibility of the Special Education and Trainable Retard grants. It is possible that they may eventually be lost into the total grant ceiling.

Mr. Rutledge explained for Ms. Knol that all elementary pupils qualify for the $3,235 (shown on Appendix A) as the grants are paid on total pupil population regardless of the number of students with special education needs.
In previous years, grants for Special Education and Trainable Retarded were separate calculations, but in 1989 they have been folded. The total grant is generally the same. He was unable to state why this change was brought about.

Ms. Knol asked if the Board separates out the special education funds and Mr. Rutledge replied no, but that in the past the Board reported to the Ministry the costs and revenues incurred relating to special education. He pointed out that several years ago the grant received for special education covered between 50-60% of our actual costs. Any money spent beyond the grant allocation is raised 100% at the local tax base.

In response to questions, Mr. Rutledge informed members that the total budget for the Hamilton Board was $220 million, of which approximately $15 million is spent directly on special education needs. It was noted that $15 million represents a percentage which corresponds to the percentage of special needs students in our system.

Mrs. Trott expressed surprise at the 'staggering' amount of money spent on special education by this Board.

Mrs. Bishop emphasized that removing the trainable retarded grant out of a separate category held implications of seeing them as part of the whole student population. However, she had concerns that, in future, the amount allocated for special education needs would be lost as designated dollars.

Mrs. Bishop thanked Mr. Rutledge for the explanation of special education funding, noting this is the third time he has reported to SEAC.

Mr. Harwood drew attention to his initial request in May for this information, and urged SEAC to become more dynamic and risk-taking in their work. He felt that the delay in receiving this material precluded this committee in making a motion voicing concern regarding the change in funding. As the original announcement was made in December, he had hoped to discuss the grants prior to the summer.

Mrs. Clarke reported that at a meeting on financing, attended by Mr. Rutledge, Mr. Shewfelt, along with trustees from this Board and across the province, this concern was raised but there was no great movement to oppose the legislation in Bill 82. The concern was expressed that the money is needed and must continue to be identified as Special Education dollars.

It was agreed:

That the report on Special Education Legislative Grants be received for information.

Moved by Ms. Dalziel:

That the committee continue to meet past 9:30 p.m. to address Item 3 on the Agenda.

CARRIED.

SUPERINTENDENT'S REPORT

Mrs. Bishop welcomed Mr. Beveridge, Superintendent of Curriculum, Special and Educational Services. Mr. Beveridge reviewed the 4 page report with the members noting the information was designed to provide them with a better understanding of changes and events that are currently occurring in the field of education.

Ms. Trott questioned the U.S. figures in the report, and Mr. Beveridge agreed that this Board has experienced an increase in SLD classes and a decrease in GLD classes, as the diagnosis of specific problems becomes more sophisticated.

In response to Ms. Knol's inquiry, Mr. Beveridge advised that he and Ava Nichols function as advisors to the Minister of Education and have had the opportunity to make a presentation to the Select Committee on Education relative to educators' concerns about the new approach to financing education in the province. Input is being received from various groups, including parents, who have almost unanimously expressed concern about fears of special education dollars being rolled into the ceiling, fearing the funding will disappear.

Over 21
Mr. Beveridge stated the Minister's Advisory Committee is now on its 5th draft of the position paper and has broadened it to include other disabilities, such as orthopedically handicapped. The Ministry has been asked to address the legislation re over 21 students in the upcoming amendments. The Advisory Committee will meet this coming Monday and expects to make a presentation to the new Minister of Education in the future.

Drug Education
Mr. Beveridge reported that the Drug Report had been received by the Board and a proposal will be submitted to the Ministry for grant money to inservice teachers. Drug Education should involve the classroom, community, parents,

police and social workers to provide a community effort in combatting drugs. A further recommendation to show the C.O.D.E. anti-drug videos in our school system, aimed at the primary, junior and middle levels was also approved by the elected officials.

Mr. Harwood suggested that a staff member of the Spectator be a participant to ensure a clear understanding of the Board's aims. He also commented on the drug kit that was on display, thinking it would be an excellent resource for parents. Mr. Beveridge agreed, explaining that this kit is Board property.

Appeal Process

Mr. Beveridge understood this to be about placement in special educations programs and that the Minister's Advisory committee is looking at placement to include more input by parents and maintain a provision of a spectrum of services

A spectrum of services would cover segregated classrooms, partial segregation, integration, special schools, provincial schools, rather than mainstreaming every student in the system a decision based on philosophical principle.

Many parents in the province have expressed concern that some Boards may move away from a continuum of services.

Mr. Beveridge clarified for Mrs. Bishop that the "appeal" can only apply to the identification and placement. Placement should include type of class, support services, and equipment.

Ms. Knol referred to the Dolmage court case in which the point of law stated the program was reviewed annually, therefore, you cannot appeal the program. Mr. Beveridge added that the Supreme Court ruling was supportive of the school's effort to provide suitable and appropriate programming and could not be expected to provide "perfect" programs.

Mrs. Bishop thanked Mr. Beveridge for sharing his information.

Agendas

Ms. Dalziel asked that Agendas be mailed out earlier than a week in advance of the meeting. Mrs. Bishop agreed that her request could be accommodated.

The meeting then adjourned.

Read and confirmed,

....

Chairman

cv

BUDGET FOR SPECIAL EDUCATION

N.B. The following figures are an underestimate of the actual costs of special education. For example, they do not include the salaries for the assistant superintendent, consultants, psychological services, co-ordinator, clerical staff and vocational staff. Neither are maintenance and building costs shown.

	1988		1989	
Category	Special Ed	T.R.	Special Ed.	T.R.
Salaries	10,685,941	2,122,530	12,265,659	2,237,179
Benefits	740,466	169,264	842,300	173,043
Travel	2,320	966	2,740	2,013
Books	91,850	6,000	91,450	8,400
Supplies	85,250	73,660	81,430	68,199
Replacement	3,050	1,700	800	-
New Equipment	56,445	14,466	56,050	10,140
Rentals	1,000	31,000	1,000	30,000
Fees and Contracts	16,500	500	8,500	500
Transfers	500	-	500	200
Total	11,683,322	2,420.086	13,350,429	2,529,674

In addition (1989 only):

Personnel Training: add $ 1,400 SEAC, $5,975 Ass. Superintendent, $12,085 psychological services, and special education $11,575. Total $31,035

Travel: add a further $12,082 special education, $1,133 Ass. Superintendent, $7,391 psychological services. $20,606

Books: add a further $5,519 TR.and Special education 16,750 for software.

Total $22,269

Supplies: for special education includes :

elementary:	$ 130 per 216 classes
	$ 6000 speech pathologists
	$ 3000 GLRT
	$ 4000 field trips gifted
secondary:	$ 210 per 47 classes
	$ 3000 gifted classes

New Equipment add: $8,000 computor and laser printer, $ 1,000 Ass. Superintendent Total:$9,000

Rentals: T.R. are for rentals of district Rec Centres

Fees: Special Ed : $ 7,500 psychiatrist, and $1000 for CNIB

Total budget for special education and T.R. 1989 (without the noted exemptions) $15,963,013

J.Bishop March 8, updated October 1989.

REPORT

OF

THE SUPERINTENDENT OF CURRICULUM AND SPECIAL & EDUCATIONAL SERVICES

UPDATE 'N BRIEF

Special Education

- Revision to the legislation has been briefly arrested due to the appointment of the new "super minister" Sean Conway (Education, Skills Development, Universities and Colleges)

- The Deaf Education Review by the Internal and External Review team has been completed and a 200 page report has been forwarded to the Minister of Education. It would appear that the target date for releasing the report will be early in the new year.

- The Ministry of Education is continuing to wrestle with appropriate definitions for disabilities. No decision has been arrived at relative to a suitable term to replace "trainable retarded". This term is currently still in the Education Act.

- There are currently a number of regulations governing various aspects of special education. It is the intention of the Ministry to consolidate four regulations into one document.

- Three new curriculum support documents are in the process of development. They are:
    - Hearing Impaired
    - Autism
    - Moderately Severe Intellectual Handicapped

- A revised statement relative to placement and program will likely appear in the next revision of the Special Education Handbook.

- There is currently a plan to revise the monographs that deal with the Identification, Placement and Review process. The whole area of appeals will also be reviewed in future.

- The Ontario Teachers' Federation have recently surfaced a concern relative to New Canadian students with special education needs. This concern will be reflected in the Board's ESL/ESD Review.

- A document has recently surfaced at a Minister's Advisory Committee meeting. This valuable resource, **"A manual of Assessment Instruments Suitable for Hearing Impaired Students"** will be forwarded to the office of Dr. Bountrogianni.

- Shirley Collins is the new Ontario Minister Responsible for Disabled Persons

"Word Choices", a lexicon of preferred terms for disabilities has been published by the Ontario Office for Disabled Persons.

Contact: (416) 965-3165
1-800-387-4456

A 15 minute video, "Music To The Ears" has been produced by the Canadian Hearing Society. It demonstrates how concert halls, churches and auditoriums can be made accessible to people who are deaf or hard of hearing.

- **Included in the Tenth Annual Report to Congress On The Implementation Of The Education Of The Handicapped Act are the following statistics:**

⋆Number of students served
1986 - 1987 school year - 4,421,601 (ages 1 to 21)

⋆Most Frequent Handicapping Conditions

1)	Learning Disabled	43.6%
2)	Speech Impaired	25.8%
3)	Mentally Retarded	15.0%
4)	Emotionally Disturbed	8.7%

⋆The greatest changes from 1985-1986 were in the categories of "Learning Disabled" (increase of 53,000) and "Mentally Retarded" (decrease of 21,000).

⋆Educational Environment

1) Over 26% received special education in regular classes
2) 41% were served primarily in resource rooms
3) 24% were served in separate classes in regular education buildings

⋆Most frequently needed services for handicapped students exiting the system:

1) Vocational training services
2) Counselling/guidance
3) Vocational placement services

PERTINENT CURRICULUM INFORMATION

New Policy Initiatives

Major changes in curriculum and the organization of education are expected. The Ministry of Education has been restructured into 6 workgroups to design and implement the changes which will include "mandatory kindergarten, primary/junior curriculum renewal, the destreaming of grade nine, the specialization years, and technological studies renewal".

Also expected are "discussion papers on the financing of continuing education and compulsory attendance legislation", and changes in the "Ministry's transportation policies and related financing of school board transportation".

New O.S.R. Guideline

- The new O.S.R. Guideline will replace Ontario Regulation 271 and the O.S.R. Manual. This new guideline reflects the "Freedom of Information and Protection of Privacy Act". The new guideline will be available in December 1989 and will be implemented by January 1, 1991. Implementation meetings will be held on January 30, 31, February 1, 2, and each board will be able to send 2 representatives to one of these meetings.

Multi-cultural Education

- The Ministry is developing two documents:

  a) "Changing Perspectives" - to be used in JK to 12

  b) "Our Cultural Heritage - to be used in grades 7 and 8 and it deals with culturally sensitive teaching strategies.

Name Change

- "Computers in Education" has been changed to "Centre for Curriculum Resources" and has responsibility for OAIP/BIMO, Learning Materials Unit (Circular 14), Onteris and Computers in Education.

Provincial Reviews

- The Grade 6 Reading and Mathematics Review results are expected to be released in December 1989.

Teacher Training

- A sixteen member Teacher Education Council, Ontario which will "bring together all of the major stakeholders in teacher education" has recently been formed. Minister Conway has indicated that "Through collaboration and co-operation, members will explore major educational issues and directions concerning teacher education and in particular, measures to ensure an adequate supply of teachers in the Ontario system". A complete copy of the News Release is attached for your interest and edification.

Other

- Heritage Language Bill received a third reading and royal assent on July 13, 1989. Boards are expected to establish classes upon the request of 25 parents in Jr. and Sr. Kindergarten, primary and Jr. Divisions and the first 2 years of the Intermediate divisions.

- On July 11, 1989, the Olympus satellite was launched; "a new door was opened and technology in support of education took a quantum leap". Educators will have an opportunity to use satellite transmissions as an educational tool in a wide range of subjects.

- A **Legislative Select Committee on Education** is to examine the "future of elementary and secondary education financing relating to the equity, accountability, and adequacy of operating and capital finances". Public hearings have been held in early fall with a report expected by the end of the year.

- On July 26, 1989, Directors of Education received a memo from B. Shapiro urging boards to examine the need for inclusion of a policy on physical assault on school staff due to an increase in incidences. A committee will be established to develop such a guideline/policy.

Summary

The information provided in this report is designed to provide the SEAC members with a "provincial snapshot" of changes and events that are currently occurring within the field of education. Hopefully the additional data shared with you will provide a greater understanding of the many facets of education at the provincial and local levels.

Ministry of Education
Ministère de l'Éducation
Ontario

News release Communiqué

Communication Services Branch, Mowat Block, 14th floor
Queen's Park, Toronto, Ontario M7A 1L2

Direction des communications, Edifice Mowat 14e étage
Queen's Park, Toronto (Ontario) M7A 1L2

SEAN CONWAY ANNOUNCES TEACHER EDUCATION COUNCIL APPOINTMENTS

Ref. Frank Clifford
Executive Director
Teacher Education Council, Ontario
(416) 324-4878

For Immediate Release
September 13, 1989

Appointments to the newly formed Teacher Education Council, Ontario (TECO) were announced today by Sean Conway, Minister of Education.

The 16-member council is the first of its kind in Canada. Made up of four representatives each from universities, teachers' organizations, school boards and government, the newly formed council will play a leading role in coordinating teacher education policies in the province.

"The council brings together all the major stakeholders in teacher education," Mr. Conway said. "Through collaboration and cooperation, members will explore major educational issues and directions concerning teacher education and, in particular, measures to ensure an adequate supply of teachers in the Ontario system."

One member of each of the council's four constituent groups will represent Franco-Ontarians. In addition, the council will benefit from the advice of two advisory committees -- one on French-language, the other comprised of representatives from parent groups.

Mr. Conway said TECO will give priority to key recommendations of the Teacher Education Review Steering Committee, whose February 1989 report proposed formation of the new council. Recommendations the council will examine include:

- policies and regulations concerning admissions to teacher education institutions;

...2

- the development of mechanisms to ensure that teacher education is responsive to emerging social, economic and demographic changes;
- the development of measures to assist in the ongoing, self-directed professional development of teachers; and
- the creation, by 1995, of a one-year, in-school preparation program for beginning teachers.

As well, the council will recommend ways to respond to teacher shortages in high-demand areas, such as French-language programs, mathematics, and science and technological studies at the secondary level.

TECO will meet monthly and will provide a written report annually to the Minister of Education and the Minister of Colleges and Universities.

-30-

A list of TECO members is attached.

TEACHER EDUCATION COUNCIL, ONTARIO
MEMBERSHIP LIST

Universities

Walter Pitman	Director, Ontario Institute for Studies in Education
Andrew Effrat	Dean, Faculty of Education York University
Gabriel Bordeleau	Dean, Faculty of Education University of Ottawa
Ron Ianni	President University of Windsor

School Boards: Supervisory Officers

Ontario Association of Education Administrative Officials:

Ron Pronger	Director of Education Essex County Board of Education

Association des surintendantes et des surintendants franco-ontariens:

Roméo Durepos	Superintendent of Education Timmins Roman Catholic Separate School Board

School Boards: Trustees

Ontario School Trustees' Council:

Bill Kent	Trustee Peel County Board of Education
Charles Yates	Trustee, Waterloo Region Roman Catholic Separate School Board

Ontario Teachers' Federation

Bruce Archer	Staff, Ontario Teachers' Federation
André Pinard	Staff, Association des enseignantes et des enseignants franco-ontariens
Elaine Cline	Federation of Women Teachers' Associations of Ontario
Kim McCulloch	Ontario Secondary School Teachers' Federation

Ministry of Education

Roy Houghton	Assistant Deputy Minister Learning Services Division
Julie Lindhout	Director Centre for Teacher Education
Laurier Bradley	Assistant Deputy Minister (Acting) French-Language Education

Ministry of Colleges and Universities

Barry Denman	Coordinator Teacher Education Services University Relations Branch

Ex Officio Member of the Council

Frank Clifford	Executive Director Teacher Education Council, Ontario
Mailing Address:	Teacher Education Council, Ontario 56 Wellesley St. W. 16th Floor Toronto, Ontario, M7A 2B7
Phone:	(416) 324-4878
FAX:	(416) 963-2691

100 Main Street West
Hamilton, Ontario
1989 10 05

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

The 1988 TASK FORCE on the use of illegal drugs in Ontario indicated that school boards will have to play a critical role in the fight against drug abuse. The BLACK REPORT supported the necessity for boards to be involved and broadened the general base of responsibility to include parents, families and community agencies such as the police. One of the major points made in Ken Black's report is that society requires a common front against drug abuse.

The purpose of this report is twofold:

- **To provide an update on initiatives that are being surfaced at the Provincial and local levels, and**
- **To receive board approval to submit a proposal to "Develop A Primary Prevention Drug Abuse Staff In-Service Plan".**

WHAT IS IN EFFECT PRESENTLY

Our board has long been aware that school age young people have been primary targets for those that promote the use of illegal drugs. Our schools have "Alcohol and Drug Use Guidelines For School Personnel" **(Appendix I)** and Administrative staff have established procedures for dealing with problems relating to drugs.

In the revised curriculum guidelines for Health and Physical Education, the Ministry of Education has made drug education mandatory for the first time. Education relative to tobacco will be prevalent in our curriculum from grades four through ten and education about alcohol and other drugs, such as cocaine, crack and marijuana, from grades seven through ten.

C.O.D.E.

Support for the Ministry's and local boards' initiatives surfaced in September 1989 from the Canadian Association of Chiefs of Police in the form of a national drug awareness strategy under the umbrella name C.O.D.E. - Canadian Offensive For Drug Education. **(See Appendix II)**

This proposed strategy has several key elements - videos, posters, speakers etc. The program is based on the philosophy that the war on illicit drugs needs "to be won in the classroom at the grade level" where the young formulate their attitudes and social mores which they follow throughout their teens into adulthood.

Currently we have a support screening team in place for C.O.D.E. and have viewed the videos, discussed with the police the overall strategies suggested and are intending to co-operate and implement the program through the Superintendent of Curriculum and Special & Educational Services office in a well controlled and co-ordinated manner.

WHAT IS SURFACING IN THE FUTURE

It would appear that the Ministry of Education will be requiring that all school boards develop and implement a Drug Education policy. It is our understanding that this policy will address such areas as:

- Drug education curriculum
- Counselling and intervention services, and
- Disciplinary procedures

In order to provide guidance relative to the contents of such a policy, a provincial advisory committee representing trustees, parents, teachers, law enforcement agencies, social service agencies and others has been established and will be responsible for determining policy guidelines for use by school Boards. The target date for the delivery of this report is scheduled for September 1989. No information has been forwarded to our Board as yet.

As soon as the aforementioned guidelines are made available, administration will structure a committee including trustee representation to prepare a policy on drug education which will be brought to the Board for approval and authorization to implement.

PROPOSAL TO DEVELOP A PRIMARY PRESENTATION DRUG ABUSE STAFF IN-SERVICE

In April 1989 the Minister of Education announced that financial assistance would be provided to school boards for teacher in-service training in drug education over a two year period beginning November 1989. School boards are required to submit an acceptable teacher in-service training plan to their Ministry of Education Regional Office on or before 1989 11 30 in order to qualify for this monetary support.

Appendix III is a copy of the Deputy Minister's memorandum which details all aspects of the requirements of boards and indicates, by formula, the general funding scheme.

Mr. Shewfelt and his staff have carefully reviewed the implications of the aforementioned formula and have determined that our board would receive

- approximately $47,000 in 1989-1990, and

- approximately $31,300 in 1990-1991

to assist in the implementation of a plan which will be designed to not only convey information but to also hopefully change attitudes and encourage positive behaviour in respect to drugs of all kinds.

A copy of our proposal is attached **(Appendix IV)** for your study and appropriate staff will be available at the Committee meeting for purposes of clarification and general discussion.

Following general discussion relative to our Board's proposal, we would ask the elected officials to support administration in our efforts to co-operate with the Ministry of Education, our local police force and other interested community agencies in developing a common front which hopefully will result in an effective, local anti-drug initiative.

Recommendation

i) That this report be received for information.

ii) That the Board of Education for the City of Hamilton Approve the submission of the proposed "Developing A Primary Prevention Drug Abuse Staff In-Service Plan" to the Ontario Ministry of Education.

Prepared and Submitted by:	P. S. Beveridge Superintendent of Curriculum and Special & Educational Services
Approved by:	K. A. Rielly Director and Secretary of the Board

REPORT OF THE TASK FORCE ON ILLEGAL DRUG USE IN ONTARIO

Ken Black, M.P.P.
Muskoka – Georgian Bay

Ontario

1988

ISBN 0-7729-4786-4

Ontario

LEGISLATIVE ASSEMBLY
KEN BLACK, M.P.P.
Muskoka-Georgian Bay

October 14, 1988

Dear Premier:

As per your request of August 16, 1988, I am pleased to present the report of the Task Force studying illegal drug use in Ontario.

Yours Sincerely,

Ken Black

Ken Black, M.P.P.
Muskoka-Georgian Bay

Queen's Park Office

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Legislative Building
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EXECUTIVE SUMMARY

The use of illegal drugs in Ontario is a serious problem.

There are several indicators that the problem of illegal drug use in Ontario is escalating in size and scope.

Reduction in the use of illegal drugs must focus on two dimensions - supply and demand.

Just as we cannot isolate illegal drug use from the larger problem of substance abuse, we cannot deal with substance abuse in isolation from the many other social and health problems with which it is linked.

The Addiction Research Foundation (ARF) publishes results of biannual surveys of drug use by adolescents in our schools from grades 7 through 13, and by adults in households across the province.

ARF statistics for 1987 show that 22% of Ontario students, ages 11 to 19, reported using illicit drugs.

Among adults in 1987, 9% reported annual use of cannabis, down slightly from the reported figure in 1985

polled, just behind concern over drinking and driving.

Reducing the demand for illegal drugs has several facets.

It is vital to understand that education programs must not only increase knowledge, but must change attitudes and encourage positive behaviours.

The preferred approach will provide young people with the knowledge, skills, attitudes, and values they need to cope, not only with substance abuse but with other issues which impact on healthy living. It will meet the needs of our young people in the most cost-effective and time-efficient manner possible.

One of the key elements in effective prevention is the provision of appropriate intervention and counselling programs to assist young people who are particularly susceptible or who may be in the early stages of drug use.

We need to involve the total community in programs of prevention.

At the same time, we must not diminish our efforts to curtail the supply of illegal drugs.

The overall aim of a control strategy must be fully

intervention and treatment field.

Employee Assistance Programs have, in the view of the Task Force, a great potential in the fight against illegal drug use.

Wherever possible, new programs and services should be implemented through existing agencies to minimize administrative costs.

It is the view of the Task Force that there exists some very real needs and gaps in service because of a lack of a co-ordinated and focused approach. The provincial government must play the lead role in ensuring co-ordination and focus.

Indifference to the problem is not acceptable. We are not so helpless or unimaginative that we cannot devise appropriate solutions. And now is the time to act.

CA4ONHBLW26
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URBAN MUNICIPAL
DEC 6
GOVERNMENT DOCUMENTS

MINUTES OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE
1989 11 15

Present: Mrs. J. Bishop (Chairman); Trustee R. Mulholland; Mesdames Dalziel, Knol, Masters, Trott and Warren; Drs. Marshall, Newberry and Toby; and Mr. Adamson.

Not **Present:** Trustees Desmarais and Clarke; Mesdames Dennis, Mazza, Oommen, and Schram, Mr. Foster.

Also **Present:**
A. Mutart (Hamilton Teachers' Federation)
A. Kunc (Hamilton Principals' Association)
J. Powell-Fralick, Child Care Program Leader
L. Woolfrey-Cooper, Co-ordinator, Family Studies
M. Schneider, Middle School Consultant

Officials **Present:**
J. Yurkiw, Assistant Superintendent of Special Services
R. Adams, Co-ordinator of Special Education
R. Binns, Superintendent of Schools - Area 3

Mrs. Bishop called the meeting to order and asked for confirmation of the minutes.

Moved by Ms. Dalziel:

That the minutes of the 1989 10 18 meeting be approved as presented.

Mrs. Trott requested that Eva Nicholls be shown as the Executive Director of Learning Disabilities of Ontario in her Association report.

Mr. Adams reported that he had made inquiries regarding transportation of children with exceptionalities to W. Ross Macdonald and to Trillium School in Milton as requested by Mr. Adamson. Currently these two schools are reviewing transportation of students to provide more consistency in service.

CARRIED.

Mrs. Bishop extended a welcome to Dr. Dan Marshall who represents the Hamilton and District Association for the Mentally Retarded; and our guest speakers Ms. Powell-Fralick, Ms. Woolfrey-Cooper and Ms. Schneider.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Member Organization Updates:

Hamilton & District Parents of Physically Handicapped Children
Mrs. Masters had no report.

Ontario Society of Autistic Citizens, Hamilton-Wentworth Chapter
Mr. Adamson raised a concern on behalf of his Association regarding the 45 minute early dismissal time. It was felt that these children would benefit from the extra 45 minutes in class, which he considered to be an excellent class. Mr. Yurkiw agreed to bring operating guidelines regarding this concern to the next meeting.

Hamilton Council of Home & School Association
Ms. Warren had no report.

Association for Children and Adults with Learning Disabilities
Ms. Trott circulated copies of the 'Special Education and Provincial Schools Branch Statement of the Placement of Exceptional Pupils'. This is a draft document which the Ministry of Education hopes to incorporate into the Act and will be discussed at the next Association meeting held on November 28th at 7:30 p.m. at the Education Centre.

Ms. Trott expressed concern regarding a child in a behavioural classroom who has been sent home almost every day due to behavioural problems. She asked about the Board policy of sending students home, i.e. notifying parents, responsibility.

Mr. Yurkiw responded that the first step is to contact the home to ensure someone is there or will pick up the child. This is the responsibility of the school and we are responsible to the parent until the student is 18 years of age. If there is no one home and no alternate available, the student would remain at school and the parents contacted by telephone that day. Hopefully, there would be discussion with the parents to resolve the issue. In cases of students with major behavioural problems who might be involved in a treatment plan, it is understood by the parents and school that removal from the class may be a consequence to negative behaviour.

Mr. Kunc concurred, noting that if the child is taxied, a cab would be called to take the child home to the parent. If the child walks, the parent is encouraged to meet the child to ensure the child crosses busy streets safely. Children are not sent home without the consent of the parent.

Mrs. Bishop noted that the School Discipline Policy is available at each school.

In response to Ms. Warren's inquiry, Mr. Yurkiw explained that sending a student home for a day at a time does not require a formal suspension. A formal suspension would include a written letter stating the reason for the suspension, number of days, and the right to appeal the suspension. Hopefully the situation would be resolved quickly with the parents. He noted the average suspension is three days, though the maximum is 20 days. Consideration would be given to alternatives in multiple cases of suspension.

Ms. Trott raised a concern about student records being requested in a family situation where the parents are separated and living in two different Board areas.

Mr. Yurkiw pointed out that parents do not request records, it is a school-to-school request which is completed after the student has enrolled in the new school.

Ms. Trott asked if the Board inquires as to whether the parent registering the child has legal custody.

Mr. Yurkiw responded that if the parent has the child, parent has custody at the time and the Board deals with that parent. Either parent has the right to see the student's record which is kept housed in the school or meet with the teacher. This situation would only change upon legal documentation by the parent with custody that access is denied to the other parent. Mr. Adams added that this legal documentation was in fact in a student's record at a recent IPRC.
Mr. Yurkiw will make available the Operating Procedure regarding Custody and Access to members for the next meeting.

Association for Bright Children
Ms. Knol received a call from a parent whose child was in highschool and had been designated as gifted at one point. In discussion with the teacher, the parent found out the teacher was unaware of the designation and whether or not a special program was to be provided. She asked who was responsible for advising teachers of exceptional children within their class especially in a rotary system.

Mr. Adams responded that the principal would be aware of the designation through the DART process, but that the Learning Resource Teacher was responsible to ensure teachers knew about exceptionalities and special programming. Further, information on exceptionalities is now available to schools through computer link-up.

Ms. Knol asked if that were true even if the program is not being modified for the student, and Mr. Adams agreed.

Hamilton & District Society for Disabled Children
Ms. Dalziel had no report.

Ontario Psychological Association
Dr. Toby had no report.

Hamilton & District Association for the Mentally Retarded
Dr. Marshall had no report.

Community Resource
Dr. Newberry had no report.

Chairman's Report
(a) Mrs. Bishop will extend congratulations on behalf of the committee to Barbara Rush, a teacher with the Board, who will receive one of 12 Community Action Awards from the Ontario Office for Disabled Persons, November 17th in Toronto. Mrs. Bishop reviewed Mrs. Rush's extensive community and committee work, noting her introduction of Blissymbolics into the classroom. Mrs. Rush also founded the Hamilton-Wentworth Communication Collective, represented by Mrs. Schram.
(b) Following a short discussion, it was agreed that the December meeting would be held on Monday, December 11th.
(c) Mrs. Bishop circulated information from Mr. Beveridge, Superintendent of Curriculum, Special and Educational Services re Status of Education Service Delivery to Exceptional Students - A Provincial Survey.
(d) Mrs. Bishop reported she had met with Dr. Bountrogianni and expressed concern regarding the waiting list for assessment. She learned that psychologists are being used in the DART process in a consultation role

psychologists are being used in the DART process in a consultation role and in program development; however, there continues to be insufficient numbers of psychologists to serve the children. Special Services will be approaching the Board with requests for more staff in their department in the new year.

Dr. Marshall also expressed concern about the number of patients referred to him that have not been identified through assessment. He felt that psychologists should be available to schools in dealing with behavioural problems.

Dr. Toby inquired about the professional versus student ratio and Mr. Yurkiw responded that the Boards employs the equivalent of nine full-time on an area basis and three system people; the ratio would be approximately 39,000 students to 13 professionals, including the Chief Psychologist.

Mrs. Bishop added that some Boards do not employ psychologists at all, while others employ more.

Moved by Dr. Marshall:

That SEAC is aware that psychological support services within the Board are inadequate in assessment and remedial behaviour problems and asks the Board to act to resolve the problem.

Mrs. Bishop advised that the chair could not accept the motion as it does not deal with the waiting list, which is the primary concern.

Dr. Newberry countered Dr. Marshall by stating that in her association with the Board she has seen nothing but growth in the area of assessment.

Following more discussion, it was agreed that the wording of the motion be amended to read:

That SEAC is aware that the time frame for assessment is inappropriate and that additional psychological services are needed to reduce the waiting list.

Mr. Yurkiw cautioned that it is not just a matter of hiring more staff, but also the way in which they are used. He suggested that SEAC ask Dr. Bountrogianni to review what is being done, what resources are available in the different areas to meet special needs of children and share concerns with her.

Ms. Dalziel requested that she be asked to come prepared to discuss gaps in service from her perspective. Ms. Warren further suggested that she be asked to discuss this issue at SEAC prior to the staffing requests going to Board.

The amended motion was put to a vote and was CARRIED.

Assistant Superintendent's Report

1. Mr. Yurkiw reported that Mr. Foster had raised a question last month regarding luggage in a van blocking the door. The response from Mr. Beveridge indicates he had spoken with the carrier and found that on that date the students had requested separate seats, with the result luggage was piled together. The carrier is now aware of our safety concern and students will have to sit together in future.
2. Mr. Yurkiw reported the Accessibility Report has been distributed. The

new school Lincoln Alexander (fully accessible) is now open and will be included in the next update.
3. Chiefs of Police across Canada have recommended the videos being viewed by members on the drug program. Video viewing at 6:30 p.m. will continue.
4. Mr. Yurkiw reported that the different areas will be invited to make presentations to SEAC. Possibly Georges-P.-Vanier in December and from Area 3 (Mr. R. Binns) in January.
4. Mr. Yurkiw reviewed two overhead charts. The first on Strategic Planning and Principles within the Special Education Department indicated that the purpose of Special & Educational Services was to supplement and support regular instruction with programs and services to meet the special needs of our students. Some principles include students remaining in their home environment where appropriate, provision of a spectrum of programs and professional development of staff. The second chart was a summary of Effective Service through Program Review/Development, Role Clarification and Resource Needs. Identified personnel needs within Special Services will be presented to senior management.

Co-ordinator's Report

Mr. Adams presented highlights of the CEC Provincial Conference held in Sault Ste. Marie, attended by 950 delegates with Mr. Dave McKee, Regional Director, Ministry of Education. Please see the summary of highlights reviewed by Mr. Adams (attached).

Review of Motion for Trainable Retarded Name Change

This will be discussed at the next meeting.

CHILD CARE POLICY DRAFT

Mrs. Bishop introduced Ms. Linda Woolfrey-Cooper, Co-ordinator of Family Studies and Ms. Jennifer Powell-Fralick, Child Care Program Leader.

Ms. Woolfrey-Cooper referred to the draft Child Care Policy and acknowledged the contribution of Ms. J. Binns towards its completion. At the present time, there are five child care centres under the Umbrella, three of which are located in secondary schools. This arrangement allows for a strong link-up between the child care centres and the Grade 11 Parenting course.

Ms. Powell-Fralick stated the aim of the policy is to ensure all child care centres on Board premises offer high quality care for children and support for their families. She noted that many of the recommendations made by the SEAC committee were taken into consideration. Some areas are regulated by the Day Nurseries Act, but the policy also attempts to address other concerns.

Ms. Powell-Fralick reviewed the policy with the members pointing out areas of special interest to the committee, such as Item 2.3 - the design of new child care centres, Item 2.4 - establishment of new programs and Item 2.6.4 - co-ordination of children with special needs. She drew attention to Appendix ii which lists the five child care centres operating under the Umbrella. Further she commended Board and Child Care Centre personnel, Family Studies and Primary Studies for their collaboration in this document.

At Ms. Trott's request, Ms. Powell-Fralick explained that the Hamilton Board of Education is not allowed to hold a Day Care License, therefore the creation of the Umbrella Family and Child Centres of Hamilton Inc. evolved, and is the operator and license holder of all the five centres.

Ms. Trott referred to Item 2.4.3. Ms. Powell-Fralick explained that if the centre size allows placement of 26 children, 52 families must indicate they would make use of the centre to ensure viability of the centre.

In response to further questions, Ms. Powell-Fralick outlined the membership of the Umbrella group - Mr. Stockwell, Trustees Bishop and Penner, Ms. Woolfrey-Cooper, Ms. Shirley Wheeler (Day Nurseries Consultant, Ministry of Community & Social Services), Ms. Ann Howarth (Mohawk College Faculty of Early Childhood Education), Ms. Anne Kennedy (Nutritionist, Hamilton-Wentworth Regional Health Unit), Ms. Thelma McGillivray (Status of Women Committee, City Hall), Ms. Leena Kinamen (Support Services, Regional Municipality of Hamilton-Wentworth), one representative from St. Matthew's House, representatives of each Umbrella day care centre, one from the Finance Department, Mrs. J. Binns and herself. This group is responsible for review of the program and centres and to rectify any concerns. The Umbrella group is not responsible to the Board, but operates at arm's length.

Ms. Knol asked if under Item 2.3, child care centres will be designed with a view to integration with the Kindergarten program and Mrs. Powell-Fralick replied yes. She referred to the centre at Lincoln Alexander School which is located adjacent to and shares a playground with the Kindergarten. It is expected that plans for Sir Wilfrid Laurier School will be almost identical to the Lincoln Alexander School day care centre. The day care, JK and SK teachers, Ms. Joan Browning (Junior Kindergarton/Early Identification Consultant) and Ms. Powell-Fralick are working together on curriculum.

Ms. Knol wondered if the limit for participation of special needs children will be met. Ms. Powell-Fralick responded that established centres have some children with special needs already.

Ms. Knol asked if special needs children in the centres imply that staff need different standards of training. Ms. Powell-Fralick referred to Item 2.6.4(c) and noted that Early Childhood Integration Support Services offer and supply resource teachers in the community preschools. One school is receiving this support and another is on the waiting list, however, some staff has been hired with Resource teacher training.

Ms. Knol raised a concern that the centres remain focused on the children rather than becoming a training ground for secondary students. Ms. Powell-Fralick responded this is a concern of both Ms. Woolfrey-Cooper and herself and will be addressed to ensure the situation remains workable and the focus is on the children.

Ms. Knol asked regarding the ages of children the day cares will serve and wondered if there are plans to make the day care centres attached to elementary schools to meet needs of the children.
Ms. Powell-Fralick responded yes, that in any new centres children aged 3 years, 8 months to 12 years will be served. She further affirmed they are non-profit.

Dr. Newberry was assured that in view of the long waiting lists no children from the day care centres will add to the demands of the Special Education Department. Board services would not be used.

Dr. Toby expressed an interest in the review, but Mrs. Bishop noted this is a draft policy and no review has been established yet. Dr. Toby stated he would like a chance to review it once the policy is written. Mrs. Bishop expects the review to follow Items 2.1 and 2.4.4, terms under which centres will accept operation under School Boards.

Mrs. Bishop offered her thanks to Ms. Powell-Fralick and Ms. Woolfrey-Cooper.

Middle School Update

Mrs. Bishop introduced Ms. Marg Schneider, Middle School Consultant who circulated copies of and reviewed the Middle School Report with members. Ms. Schneider reviewed the history of middle schools, noting that students in middle schools experience more change than at any other time of their life and are highly conscious of it. Hormonal imbalance leads to periods of either aggression or lethargy. Students have short attention spans requiring breaks, and are fluctuating emotionally, needing a close home balance. It is also a period of life when students need to develop good self-esteem and positive image. This period of change is known as transescent and Ms. Schneider referred to a two-headed turtle and a poem written by a Grade 8 student to demonstrate this difficult time of their lives. Their commitment is to provide school programs and operations for these unique students during their transition from childhood to adolescence.

Dr. Marshall asked regarding the needs of special education children within the middle school.

Ms. Schneider responded that as the focus is on the special needs of all middle school children, the needs of special students are being addressed as well, particularly with teacher advisors in the school. She understood Dr. Marshall's concern that, in effect, special needs children have two sets of needs in middle school, and felt this would be addressed in the development stage.

Mrs. Bishop thanked Ms. Schneider for her report.

The meeting then adjourned.

Read and confirmed,

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Chairman

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MINISTRY OF EDUCATION
SPECIAL EDUCATION AND PROVINCIAL SCHOOLS BRANCH
STATEMENT OF THE PLACEMENT OF EXCEPTIONAL PUPILS
SEPTEMBER 28, 1989

The Ministry of Education, Ontario, believes that the diverse needs, abilities and interests of all pupils, including those deemed to be exceptional, can be best addressed in a learning environment which facilitates maximum individual growth and development - physicial, intellectual, emotional, social, cultural and moral. The Education Act and the regulations require that, once identified, each exceptional pupil be placed in an appropriate setting to meet the identified needs of the pupil.

The Ministry of Education expects school boards to provide or make available a continuum of placements ranging from regular classrooms, resource/withdrawal settings, special education classes to special schools. Ongoing review of the identification of each pupil's learning abilities and needs ensures the appropriateness of the placement within these alternatives. This placement of an exceptional pupil is dependent upon the following:

- the goals of education in Ontario;
- a statement of needs and learning abilities;
- the determination of an Identification, Placement and Review Committee, and;
- the concurrence of the parent.

School boards have a responsibility to develop programs and services for their exceptional pupils within the framework of the Education Act, the regulations and other Ministry policy documents. In addition, the Ministry of Education recognizes that some exceptional pupils will need the services of para-professionals and professional support staff within a variety of educational settings.

It is the position of the Ministry that the placement of all exceptional pupils into one particular type of class on the basis of a philosophical principle alone, without due consideration of each situation, is directly contrary to the best interest of individual pupils.

The learning abilities, strengths and needs of each pupil, as identified through the cooperative and cumulative efforts of parents, educators, support staff and other professional disciplines, must determine the placement of individual exceptional pupils during the identification, placement and review process.

STATUS OF EDUCATION SERVICE DELIVERY TO EXCEPTIONAL STUDENTS – A PROVINCIAL SURVEY*

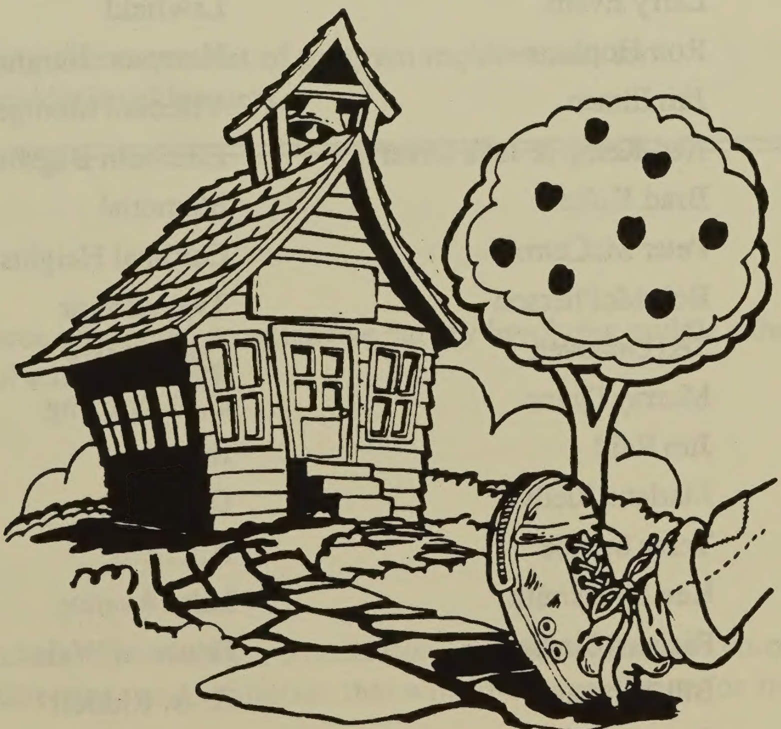
	NEWFOUNDLAND	NOVA SCOTIA	PRINCE EDWARD ISLAND	NEW BRUNSWICK	QUEBEC
Total number of children	136,228	169,581	24,000	92,000 (A) 46,002 (F) 138,002 total	561,241 - Elem. 382,411 - Sec. 943,652 - total
Number of exceptional children served	10,165	18,822	400	7,400 (A) 6,900 (F) 14,300 total	126,417
Definitions used and funding mechanisms	NC[1] TMH[2] MH[3] VI[4] HI[5] Block funding	TMH EMH LDC[6] BD[7] MH PH[8] VI HI S/C[9] Block funding	No categories Staff funding	No categories Block funding	LD EMH TMH BD MH PH VI HI Block funding
Number of exceptional children served by category	NC 8,700 TMH 800 MH 200 VI 200 HI 200	TMH 452 EMH 1,599 LD 12,106 BD 747 MH 149 PH 174 VI 147 HI 173	N/A	N/A	LD 96,585 EMH 4,955 TMH 2,404 BD 13,722 MH 6,821 PH 1,458 HI 472 Total 126,417
Number of preschool children served	Served by Dept. of Social Services	Served by APSEA; Dept. of Community Services; private enterprise	Served by Dept. of Social Services	Served by Dept. of Health & Community Services: 120 (A) 57 (F)	92,795 2,247 exceptional preschoolers
Number of post-secondary students served	Served by Dept. of Career Development and Allowance of Studies	Served by Dept. of Advanced Ed. & Job Training, Dept. of Community Services	No	Served by Dept. of Health & Community Services	Counted in with secondary students
Mandatory special education legislation	Under School Act - being revised	Yes	N/A	Yes	Yes
Copy of Acts and legislation provided	Yes	Yes	N/A	Yes	Yes
Other documents provided	Allocation of Staff; Special Education Manual (incl. delivery system, prof. development, prog. planning, screening)	Bulletin #5 for funding and personnel		Enonce de principe sur l'intégration scolaire; Schools Act; Working Guidelines on Integration	Regulations (under revision)

	ONTARIO	MANITOBA	SASKATCHEWAN	ALBERTA	BRITISH COLUMBIA	NORTHWEST TERRITORIES	YUKON
Total number of children	1,796,244	209,352	204,097	426,476	514,464	13,000	4,922
Number of exceptional children served	136,356	2,000	6,016	Profile being developed - not available	60,623	15% of school population - 2,000	Varies - depends on individual need
Definitions used and funding mechanisms	Exceptionalities: behavioural, communication, intellectual, physical, multiple (incl. 11 definitions) Gen. Legislative Grants	Funding according to program requirements	TMR ED[10] VI HI OH[11] LD CHI[12] MH Block funding	Block funding	TMH SH[13] PH VI HI A[14] SLD[15] EMH SBD[16] Rehab ESL[17] G[18] I[19]	*Level I:* low incidence/need f-t assistance *II:* need assist. 2 hrs+ per day *III:* need IEP + resources - funding per level or per capita basis	No categories Staff funding
Number of exceptional children served by category	BE 8,104 A 297 HI 1,581 LD 55,768 S&LI[20] 6,520 G 23,756 ER[21] 23,559 TR[22] 7,600 VI 512 O 1,030 CI 64,566 IE 47,315 PE 1,542 ME[23] 2,839 CTF[24] 4,390		TMR 728 ED 548 VI 80 HI 252 OH 173 LD 3,665 CHI 122 MH 452		TMH 1,254 SH 368 PH 425 VI 402 HI 797 A 150 SLD 6,637 EMH 4,108 Rehab 2,161 SBD 2,578 ESL 15,705 G 9,161 I 15,882	*I:* 126 *II:* 325 *III:* 1,560	Provided on an as-needs basis
Number of preschool children served	198 hearing impaired	Served by Dept. of Community Services	75		Dept. of Human Services, exc. hearing impaired	6	Dept. of Health and Human Resources
Number of post-secondary students served	15,513 (E) 289 (F) enrolled in basic literacy	Served by Dept. of Community Services; voc. rehabilitation	654		Ministry of Advanced Ed. & Job Training	3	Vocational Rehabilitation Services
Mandatory special education legislation	Yes - under revision	All-inclusive policy - under revision	Under revision / yes	School Act under revision / yes	No/ under review	Yes	Yes
Copy of Acts and legislation provided	Yes	Yes	Manual under review	Yes	-	-	Yes
Other documents provided	Regulations; Teacher cert.; Vision Discipline; Discipline Behaviour; Designing for phys. handic.; Sp. Learning needs; Special Ed. monographs; Sp. Ed. information 1984		Joint Statement NEA-C.E.C.-AASA on Relationship between Special Education and Regular Education	School Act (1988); School Jurisdiction Profile: Special Education	Annual Report	Departmental Directive and Guidelines for Special Needs Education - under review	Philosophy - regular education incorporates special education. Special Education: A Manual of Policies, Guidelines, and Procedures, 1988.

[1] NC non categorical
[2] TMH train. mentally handicapped
[3] MH multihandicapped
[4] VI visually impaired
[5] HI hearing impaired
[6] LD learning disabled
[7] BD behaviour disordered
[8] PH physically handicapped
[9] S/C speech/communication impaired
[10] ED emotionally disabled
[11] OH orthopedically handicapped
[12] CHI chronically health impaired
[13] SH severely handicapped
[14] A autistic
[15] SLD severe learning disorder
[16] SBD severe behaviour disordered
[17] ESL English as second language
[18] G gifted
[19] I Indian
[20] S&LI speech & lang. imp.
[21] ER educable retarded
[22] TR trainable retarded
[23] ME multiple exceptionalities
[24] CTF Care & Treatment Facil. and provincial schools

* Information as of September 1986 - January 1988

MIDDLE SCHOOL



MIDDLE SCHOOL MATTERS

MIDDLE SCHOOL PRINCIPALS

4

Principal	School
Paul Babcock	Adelaide Hoodless
Orv Burlanyette	Westview
Rick Clark	Hillcrest
Andy Cranbury	Dalewood
Malcolm Curtis	G. L. Armstrong
Jack Diverty & Ken Kemp	Elizabeth Bagshaw
Ken Drake	Bennetto
Larry Evans	Lawfield
Ron Hopkins	Hampton Heights
Jim Illman	Viscount Montgomery
Ken Kemp & Jack Diverty	Elizabeth Bagshaw
Brad Kuhn	Memorial
Peter McCarroll	Cardinal Heights
Bob McPherson	Tweedsmuir
Ted Ophoven	Queen Mary
Murray Quinn	C. B. Stirling
Jim Reid	Ryerson
Marlene Rielly	Glen Brae
Terry Stokoe	A.C.E.S.
Ken Shoesmith	Lake Avenue
Richard Simpson	Prince of Wales
Bill Thomas	R. A. Riddell
Stew Thompson	Burkholder
Bruce Wallace	W. H. Ballard
George Willett	Chedoke

History

1981 - 88

The Middle School Task Force carried out its mandate to

1. examine the middle level concept;
2. promote awareness of program requirements for middle level learners.

1987 - 88

The Task Force conducted an extensive survey involving middle school teachers and school administrators.

Spring 1989

Over 70 teachers, consultants, co-ordinators, and administrators co-operated to identify future directions and initiatives that will foster excellence for middle level learners.

Beliefs

1 Middle School teachers are knowledgeable about the characteristics of middle level learners and are committed to their education.

2 The program carefully balances affective, psychomotor, and cognitive goals.

3 A variety of organizational structures exist in the school.

4 A full range of teaching strategies which encourage activity-based learning is employed.

5 Exploratory activities including brief but intense interest-based electives are a part of the program.

6 A comprehensive guidance program is present, and there is an adult advocate for each child who knows the student well and who gives individual attention through a home base.

7 The staff is organized into teams who participate in common planning time — to share expertise, to co-ordinate their programs, and to monitor student progress;

8 Assessment of student progress and achievement is continuous cooperative, and comprehensive.

9 Mutual respect and positive self-esteem for students and staff is developed in a warm, caring, and supportive environment.

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Image of the Ideal: Priorities for Action

Three areas have been identified as priorities for action and will serve as a planning guide as we enter the design and development phase.

1 Staff Development

2 Program

3 School Management

The Design and Development Phase

The Design Team will use the Image of the Ideal (Staff Development, Program, and School Management) to develop a framework for systematic planning in each of the three areas.

Schools have been implementing a variety of middle school practices for the last 3-5 years. Over the next 12-24 months, the Design Team will use these initiatives together with the framework to convert broad images to objectives, to develop specific strategies, and to establish timelines.

The planning process in CRDI requires co-ordination between central functions (review and development) and area and school functions (implementation and maintenance). A plan must be developed that permits implementation at a designated pace. Area and school plans need to be consistent with the middle school priorities for action and the system plan.

1989 10 16

CEC PROVINCIAL REPORT (SAULT ST MARIE)
DAVE MCKEE REGIONAL DIRECTOR
MINISTRY OF EDUCATION

CHANGES AT THE BRANCH

2 Retirements-Sylvia McPhee, Erwin Pasternak,
1 Transfer-Keith Whittaker-Western Ontario Office

SPECIAL EDUCATION AMENDMENTS - STATUS

. During June and July all was supported by the in-house groups
. Legislation had full support and supported by Ministers and Cabinet
Mid-July-change of Ministers-held in abeyance to be briefed
. Special Education Legislations on hold
. Either Fall or Winter will be going forward

HIGHLIGHTS

. Removing reference to TR pupils-school or class not in line with spectrum of services
. Support a full continuum of placements/Spectrum
. Equity of programs
. Special Education programs - quality services to be studied

BRANCH PERSPECTIVE RE: SPECIAL EDUCATION

. General public have different points of view-tolerance/ respect for different opinions
. reaffirm the authority of the I.P.R.C. Committee
. Procedural fairness re: I.P.R.C. (parents)
. Equity issue - local jurisdictions make own decisions eg. Vocational Schools, Segregated. T.R.s not to be mandated by the Ministry,however, when exceptional, there should be options to placements
. Increased flexibility
. May be more difficult to sustain the incremental gains Special Education has made, within the total picture of a Board's service

RESEARCH PROJECT PLACEMENT PRACTICES FOR B.E. AND T.R.PUPILS

. Publicly releasing the results
. Supported for continuum of settings
. Practical as possible

DEAF REVIEW REPORT (4 areas studied)

1. Mode of Communication
2. In Lieu of
3. Resource Services
4. Achievement Levels

. Report due early winter (January) reaction expected

OTHER INITIATIVES

. Reviewing exceptionalities and definitions
. Need to retain some clear cut parameters (umbrella grouping)
. Consolidation of Special Education Regulations
. Annual Review of Special Education Board Plans downplay paper requirement
. In January (Trillium) SLD and Behavioural problems component
. 1/3 of exceptional students are in special classes
. Secondary increase in number of self-contained classes

/kle

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